

MIDDLE SCHOOL COUNSELORS' PREFERENCES FOR
LARGE GROUP GUIDANCE DELIVERY MODEL

By

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By

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A national, Web-based survey was conducted to determine employed middle school counselors' preferences for three models of large group guidance (LGG) delivery: Counselor-Led Large Group Guidance (CLLGG), Counselor-Teacher Collaboration Large Group Guidance (CTCLGG), and Teacher-Led Large Group Guidance (TLLGG). Variations based on topic of the guidance unit, length of the guidance unit, and gender of research participants were investigated to determine how these factors were associated with their preferences. The relationships among their preferences for the respective models and years of professional experience, professional work patterns, competence to conduct LGG, number of school counselors in the school, size of the school, and percentage of students on free/reduced lunch also were determined.

One hundred twenty-one middle school counselors participated in the study. After exclusions, 117 surveys remained eligible for inclusion and data analyses. Results revealed statistically significant differences in middle school counselors' preferences

based on LGG model, topic, and length. In addition, a statistically significant correlation was found between preferences for the CTCLGG model and percentage of time conducting LGG in collaboration with a teacher. No other variables investigated were associated with variations in middle school counselors' preference for LGG delivery model.

Results suggest that middle school counselors have preferences among the LGG delivery models, with CTCLGG being most preferred, followed by CLLGG and TLLGG. Preferences for LGG model also were differentiated by topic, with CTCLGG being most preferred for academic or career topics, and CLLGG being most preferred for personal/social topics. Their preferences also were differentiated by length of the LGG unit, with CTCLGG being most preferred for 1 and 4 hours. Finally, counselors' preferences for CTCLGG were related to the amount of time they spent collaborating with teachers.

This study contributed information for school counselors and school counselor educators regarding LGG delivery preferences, as well as recommendations for additional research, training, and practice in this area. Knowledge gained from this research should facilitate delivery of more-effective LGG units at the middle school level.

CHAPTER 1 INTRODUCTION

Adolescence is a time of great developmental change, including changes that are physical, social-emotional, and cognitive in nature. Physical changes include rapid body changes; changes in height, weight, and physical appearance (Williamson, 1996); and changes associated with sexual development (Eccles & Wigfield, 1997; Glover, 1999; Siskind, 2000). Social-emotional changes include seeking more independence and autonomy from family and adults; and greater dependence on and conformity to peers (Eccles & Wigfield; Schmidt, 2003; Siskind; Williamson). It is also a time when adolescents attempt to answer the question “Who am I?” in the search for a sense of identity (Glover; Myrick, 1997). Cognitive changes include a greater capacity for complex thinking (Jackson & Davis, 2000; Schmidt, 2003), including developing hypotheses and thinking abstractly (Eccles & Wigfield; Williamson). Collectively and for most, these developmental changes are a normal part of the progression from childhood to adulthood. However, they also often produce confusion and uncertainty in many young adolescents.

In addition to developmental changes faced by adolescents, changes in American society (e.g., increases in divorce rates, numbers of single-parent and/or working parent families, poverty, and exposure to violence) have led to adolescents being confronted with social problems that often challenge their ability to cope (Myrick, 1997; Williamson, 1996). In turn, the inability to cope sometimes leads adolescents into problems such as

violence, drug and alcohol abuse, premature sexual activity, parenthood, dropping out of school, and suicide (Myrick). These problems exist at all adolescent stages, but may be most pronounced during the middle school years. Williamson wrote

Such trends demand the attention of middle level educators. In the 1990s and beyond it is imperative that schools be attentive to the needs of early adolescents and the issues they confront in their daily lives. Attention to providing for the typical adolescent's need for understanding, respect, and acceptance is critical. (p. 380)

The challenges to middle schools are enormous, and many responses have been developed. Among the more prominent responses is increased use of developmental large group guidance, which involves 15 or more students meeting together to work with a counselor, a teacher, or both (Myrick, 1997) within a preventive, proactive, and developmental framework (Lee, 1993).

Scope of the Problem

Many middle school students struggle through adolescence, as their needs go unmet during this time. Needs such as for caring relationships with adults, support while experiencing developmental changes, and acceptance from peers generally are not responded to well (Carnegie Council on Adolescent Development, 1989; as cited in Jackson & Davis, 2000). Adolescents also face dramatic changes within American society. The negative effects of these changes are reflected in increases in adolescent substance use, premature sexual activity, school dropout, and suicide, among other problems. Statistics on many of the challenges faced by our youth are discussed next. However, note that information pertaining only to middle school age students is not readily available; therefore, information for elementary, middle, and/or high school aged students is presented.

One area of increasing change in American society is the family. Rising numbers of families in which both parents work mean that more children are caring for themselves, and are lacking adult supervision for much of the day. For example, in 2001, 25% of children in the fourth through eighth grades cared for themselves regularly, either before or after school. Changes in family structure are also evident. In 2001, about 30% of all children lived with only one parent. Of these, 22% lived with only their mothers, 4% lived with only their fathers, and 4% lived with neither biological parent. These children are more likely to experience poverty and its negative effects than children living in two-parent households (Federal Interagency Forum on Child and Family Statistics [FIFCFS], 2002).

In 2000, 16% of children under the age of 18 lived in families with incomes below the poverty threshold. Of children living in female-headed households, 40% were living in poverty. The poverty rate also is much higher for Black and Hispanic children than for white, non-Hispanic children. In 2000, 9% of white, non-Hispanic children lived in poverty compared with 30% of Black children and 27% of Hispanic children. Children living in low-income families are more likely than those from more affluent families to experience problems with physical, psychological, and material well-being. For example, in 2000, 11.9% of children living in poverty were part of households with hunger among adults or children, compared to 2.1% of children living at or above the poverty line; and 12% of children living in poverty had no usual source for healthcare, compared to 6% of children from more affluent families (FIFCFS, 2002).

Adolescents also are increasingly being exposed to crime and violence, both at school and away from school. In 1999, 12- to 18-year-old students were victims of about

2.5 million crimes at school, and 2.1 million crimes away from school. Of crimes occurring at school, 186,000 were serious, violent crimes (e.g., rape, sexual assault, robbery, or aggravated assault). Adolescents also were victims of about 476,000 serious violent crimes away from school. These numbers represent victimization rates of 92 crimes per 1,000 students at school, and 78 crimes per 1,000 students away from school (Kaufman, Chen, et al., 2001).

In 1999, 17% of students in high school reported carrying a weapon such as a gun, knife, or club and 7% reported they had carried a weapon on school property. During the same year, 7 to 8% of high school students reported being threatened or injured with a weapon on school property and 14% also said they had been in a physical fight on school property (Kaufman, Chen, et al., 2001).

Students are increasingly feeling unsafe at school. In 1999, about 5% of students ages 12 through 18 reported being bullied at school within the last 6 months, and about 13% reported that someone at school had used hate-related words against them (e.g., called them a derogatory word having to do with race/ethnicity, religion, disability, gender, or sexual orientation). In addition, 5% of the students surveyed reported being fearful some or most of the time that they were at school (Kaufman, Chen, et al., 2001).

This violence sometimes culminates in the unthinkable – death. During the 1-year period July 1, 1998 through June 30, 1999, there were a total of 2,407 homicides of children ages 5 through 19. Thirty-three of these homicides occurred on school property or on the way to or from school (Kaufman, Chen, et al., 2001).

Adolescents having difficulty coping with problems and issues faced in their daily lives sometimes turn to tobacco, alcohol, or drug use. Of high school students surveyed in

2001, 64% had smoked a cigarette at least once, 14% had smoked cigarettes on 20 or more days in the past month, 8% had used smokeless tobacco in the past month, 15% had smoked a cigar in the past month, 47% had drank alcohol in the past month, and 30% reported episodic heavy drinking in the past month. Of students in this survey, 24% said they had used marijuana in the past month, 9% had used cocaine at least once, and 15% had either sniffed or inhaled intoxicating substances (Centers for Disease Control and Prevention [CDC], 2001). More alarming is the fact that some of these behaviors occurred on school property. In 1999, 5% of high school students reported having had at least one drink on school property, and 7% reported having used marijuana on school property within the past month. During the same year, 30 to 32% of high school students reported that someone had offered, sold, or given them an illegal drug on school property in the year before the survey (Kaufman, Chen, et al., 2001).

Adolescents are also engaging in premature sexual activity, which may lead to problems such as early parenthood or contraction of sexually transmitted diseases. Of high school students surveyed in 2001, 46% had had sexual intercourse and 14% had had four or more sexual partners. Of the 33% of students who reported having had sexual intercourse in the past three months, 42% did not use a condom and 82% did not use birth control pills during their last sexual contact (CDC, 2001). In 2000, the adolescent birthrate was 27 births per 1,000 females between the ages of 15 and 17 and there were a total of 157,209 births to these females (FIFCFS, 2002). In 2001, the total number of AIDS cases reported for adolescents ages 13 to 19 years was 4,428 (CDC, 2002a). More than half of these cases involved contraction through sexual intercourse or through intravenous drug use. Data from the same year showed 6,588 adolescents ages 13 to 19 as

being HIV infected, that is, who had HIV infection but had not (yet) developed AIDS. Again, over half of these cases involved contraction through sexual intercourse or intravenous drug use (CDC, 2002b).

A high school diploma or its equivalent represents acquisition of the basic skills a person needs to be successful and to function in our society (FIFCFS, 2002). In 2000, 5 of every 100 students enrolled in high school in 1999 had left school without completing a high school program. In the same year, a total of 3.8 million 16- to 24-year-olds were not enrolled or had not completed a high school program, which accounts for 10.9% of individuals in this age group (Kaufman, Alt, & Chapman, 2001).

At times, children who feel an overwhelming sense of hopelessness in their situation turn to suicide. There were 1,854 suicides among children ages 5 through 19 in 1999 (Kaufman, Chen, et al., 2001). In 2001, 9% of high school students surveyed had attempted suicide during the past year (CDC, 2001).

The trends affecting young adolescents in the United States are of great concern. One way our country has attempted to meet the needs of our children is with the No Child Left Behind act. This act supports reform in elementary and secondary education by encouraging increased accountability for student performance, increased freedom and flexibility at state and local levels, using proven research-based educational methods, and empowering parents by providing them with more choices. The No Child Left Behind act emphasizes the importance of reaching *all* children (U.S. Department of Education, 2004). This act is a reminder that schools (especially middle schools) cannot ignore the daily challenges faced by youth; schools must be proactive in responding to students and their various needs.

Theoretical Orientation

One way middle schools attempt to meet the needs of adolescents is through comprehensive developmental school counseling programs (CDSCPs). A major focus of these programs is on being proactive in providing services for *all* students, not just those in crisis (American School Counselor Association [ASCA], 2003a; Borders & Drury, 1992; Gysbers & Henderson, 2000, 2001; Myrick, 1997; Paisley, 2001; Paisley & Borders, 1995; Schmidt, 2003; Wittmer, 2000).

School counseling programs are developmental in that the primary focus is on addressing tasks and issues that are appropriate for students' age and stage of life (ASCA, 2003a; Borders & Drury, 1992; Myrick, 1997; Schmidt, 2003). Myrick defined the developmental approach to school counseling as follows:

The developmental approach is an attempt to identify certain skills and experiences that students need to have as part of their going to school and being successful. Learning behaviors and tasks are identified and clarified for students. Then, a guidance curriculum is planned which complements the academic curriculum. In addition, life skills are identified and these are emphasized as part of preparing students for adulthood. (p. 11)

In addition, counseling services are conducted on a regular and systematic basis (ASCA, 2003a; Gysbers & Henderson, 2000; Myrick, 1997; Schmidt, 2003). The developmental approach is preventive and proactive in that students have opportunities to learn more about themselves and others before problems occur. If a problem does occur, it is assumed that students can use acquired skills to work themselves out of the problem if developmental guidance is effective (Myrick).

Myrick (1997) presented seven principles of developmental guidance programs that further define this perspective:

- Developmental guidance is for all students.

- Developmental guidance has an organized and planned curriculum.
- Developmental guidance is sequential and flexible.
- Developmental guidance is an integrated part of the total educational process.
- Developmental guidance involves all school personnel.
- Developmental guidance helps students learn more effectively and efficiently.
- Developmental guidance includes counselors who provide specialized counseling services and interventions. (p. 36–37)

School counseling programs are comprehensive in that counselors offer a range of activities and services within the framework of a planned and organized program (Gysbers & Henderson, 2000, 2001; Schmidt, 2003). The organizational structure of comprehensive programs includes content (e.g., student competencies in the areas of academic, career, and personal/social domains), structural components (e.g., program definition, rationale, and assumptions), program components (e.g., guidance curriculum, individual planning, responsive services, and system support), and resources (e.g., human, financial, and political). The counseling program is guided by the needs of students, and by the mission and goals of the school (Gysbers & Henderson, 2000, 2001).

The following premises serve as the foundation for comprehensive programs:

- Guidance is a program.
- Guidance programs are developmental and comprehensive.
- Guidance programs feature a team approach. (Gysbers & Henderson, 2000, p. 26)

Paisley and Borders (1995) wrote, “The appropriate focus for school counseling is considered to be on comprehensive and developmental programs” (p.150). Increasingly, school counseling programs include components that are associated with both comprehensive and developmental approaches (ASCA, 2003a; Gysbers & Henderson, 2000, 2001; Myrick, 1997; Paisley, 2001; Paisley & McMahon, 2001; Schmidt, 2003). These guidance and counseling programs are planned, emphasize primary prevention, promote healthy development for all students (Gysbers & Henderson, 2000, 2001;

Myrick; Paisley; Paisley & Borders), and involve all school personnel (Gysbers & Henderson, 2000, 2001; Myrick).

Counseling Services

School counselors working within a comprehensive developmental guidance and counseling framework provide many services in their attempt to meet the needs of all students. Although these services, and the tasks within them, have been grouped in various ways by different authors (e.g., ASCA, 2003a; Baker, 2000; Borders & Drury, 1992; Gysbers & Henderson, 2000, 2001; McGee & Fauble-Erickson, 1995; Myrick, 1997; Paisley & Borders, 1995; Schmidt, 2003; Thompson, 2002; VanZandt & Hayslip, 2001), for convenience they are grouped here according to Counseling (individual and group), Large Group Guidance (LGG), Consultation, and Coordination.

Counseling involves working with individuals or small groups to “help students identify problems, causes, [and] alternative and possible consequences so they can take appropriate action” (ASCA, 2003a, p. 42). Individual counseling is a one-to-one interaction between a counselor and a student (Myrick, 1997; Schmidt, 2003). This form of counseling is ideal for students who need to discuss sensitive topics, or students who have an inability to work in groups (Myrick).

Small group counseling involves a counselor working with two or more students on a regular basis (Myrick, 1997; Schmidt, 2003). It provides opportunities for peers to serve as role models, and to give feedback to one another. Small group counseling also allows counselors to observe social interactions among group members (Baker, 2000).

Large group guidance consists of meeting 15 or more students in a group, and often includes classroom sizes of 25 to 30 students (Cuthbert, 2000; Myrick, 1997). LGG

is efficient because many more students receive direct services from the counselor than is possible with individual or small group counseling (Myrick; Schmidt, 2003).

Consultation involves meetings between the school counselor and other adults important in the lives of students, such as teachers, parents, administrators, or community agency professionals (Baker, 2000; Gysbers & Henderson, 2000, 2001; Myrick, 1997; Schmidt, 2003). As a consultant, the school counselor suggests interventions to meet student needs in the context of not having direct contact with students (VanZandt & Hayslip, 2001). In addition, consultation may involve providing information on available resources, conducting parent education or teacher in-service training programs, or assisting with school conferences (McGee & Fauble-Erickson, 1995; Schmidt, 2003).

Coordination involves organizing, managing, and evaluating the school counseling program (Thompson, 2002); and includes activities such as coordinating a school's testing program, data collection, or educational placement of students (Myrick, 1997; Schmidt, 2003); working as a liaison between the school and social agencies (Baker, 2000; Gysbers & Henderson, 2001; McGee & Fauble-Erickson, 1995; Myrick; Schmidt, 2003; Thompson); or coordinating student recognition activities (Schmidt, 2003), teacher-advisee programs, and peer helper programs (Myrick; Schmidt, 2003).

In attempting to prioritize the various services provided by the school counselor, Myrick (1997) wrote

Actually, it is difficult to prioritize counselor interventions beyond the emphasis that group work is preferred over work with individuals. If interventions are equally effective, then group work deserves more priority, especially in schools where the number of counselors is limited. (p. 97)

Although ASCA (2003a) recommends a student-to-counselor ratio of 250:1, this recommendation is not the reality for most schools. Indeed, many secondary schools have

student-to-counselor ratios in excess of 425:1, and some are as high as 1,000:1 in some urban areas (Thompson, 2002). These high student-to-counselor ratios result in counselors being unable to meet student needs through individual and small group counseling alone (Myrick). Therefore, LGG is an efficient use of counselor time in meeting the needs of a maximum number of students.

Large Group Guidance

Many terms have been used interchangeably with LGG, including classroom guidance; group guidance; guidance teaching; developmental guidance; guidance-related courses, units, or wellness programs (Baker, 2000); affective education; and psychological education (Schmidt, 2003). This study used the term large group guidance.

Large group guidance has several notable features. Most importantly, it is planned in advance (Baker, 2000; Thompson, 2002). It also is often more structured than individual or small group counseling (Myrick, 1997) and is usually instructional and preventive in nature. Accordingly, the role of the leader in LGG often involves instructing and informing (Baker, 2000).

Many different topics can be covered in LGG. Examples include human growth and development, conflict resolution, assertiveness, school success, exploring careers, choosing colleges (Cuthbert, 2000; Myrick, 1997), study habits and time management, test anxiety, school orientation (Myrick), understanding self and others, sexually transmitted diseases/AIDS (Cuthbert), getting along with peers, drug education (Cuthbert; Hall & Rueth, 1999), dealing with stress, anger management (Hall & Rueth), self-concept development (Gysbers & Henderson, 2000), multicultural awareness, communication and interpersonal skills (Cuthbert; Wittmer & Thompson, 2000),

decision-making (Gysbers & Henderson, 2000; Hall & Rueth; Wittmer & Thompson), and responsible behavior (Wittmer & Thompson).

The ASCA National Model: A Framework for School Counseling Programs (ASCA, 2003a) encourages comprehensive school counseling programs that “focus on what all students, from pre-kindergarten through 12th grade, should know, understand and be able to do in these three domain areas: academic, career and personal/social” (p.13). The academic development domain focuses on maximizing student learning in school and throughout the life span. The career development domain focuses on preparing students for the transition from school to the world of work. The personal/social development domain focuses on personal and social growth, including understanding self and others. The topics presented in the LGG case vignettes used in this study followed the three domain areas recommended by ASCA.

Models of Large Group Guidance

Several models for the delivery of LGG are supported within a comprehensive developmental guidance and counseling framework. Large group guidance services may be provided by a counselor, a teacher, or both (Gysbers & Henderson, 2000, 2001; Myrick, 1997; Schmidt, 2003).

Counselor-led large group guidance (CLLGG). School counselors sometimes assume total responsibility for developing, organizing, and leading LGG units (Myrick, 1997; Schmidt, 2003). In this situation, counselors who want to address important topics related to student development directly present units by themselves. In addition, sometimes teachers who are uncomfortable presenting sensitive topics (e.g., sexual development or activity) or teachers who want an objective perspective on topics (such as

classroom behavior) request that the school counselor lead the units alone (Schmidt, 2003).

Counselor-teacher collaboration large group guidance (CTCLGG). School counselors sometimes work collaboratively with teachers to develop, organize, and present LGG units (Myrick, 1997; Schmidt, 2003; Thompson, 2002). LGG may be most effective when it involves a collaborative relationship between teacher and counselor (Schmidt, 2003; VanZandt & Hayslip, 2001), because this approach increases the probability that teachers will follow through and reinforce skill development on an ongoing basis (Thompson), and will continue to provide an “open” classroom environment (Hall & Rueth, 1999).

Teacher-led large group guidance (TLLGG). Teachers sometimes present LGG units alone. A benefit of this approach is that developmental guidance can be incorporated more easily into subject matter instruction (Schmidt, 2003). Another benefit is that students see their teachers as caring adults who are interested in them as persons, not just as students. When this occurs, students are more likely to enjoy going to school and to perform better in the classroom. In addition, students who are experiencing personal problems are likely to turn to their teachers if they have formed positive relationships with them (Myrick, 1997).

Although teachers sometimes lead the guidance units on their own, counselors often consult with them during the development and organization of the units. Counselors may help by providing information about guidance units (e.g., how to organize and when to present the units), suggesting possible activities and procedures for delivering them, discussing ways to manage large groups so that all students have an opportunity to

participate (Myrick, 1997), and providing teachers with group facilitation and processing skills (Cuthbert, 2000; Myrick; Schmidt, 2003). Such consultation allows teachers to use counselors as resources, while maintaining leadership in the instructional program (Schmidt, 2003).

Statement of the Problem

The professional literature supports that various school counselors use the CLLGG, CTCLGG, and TLLGG delivery models separately or in combination, based on personal preference. Evidence also suggests that students benefit positively from all three models (Calsyn, Quicke, & Harris, 1980; D'Andrea & Daniels, 1995; Gatta, McCabe, & Edgar, 1997; Gerler & Anderson, 1986; Gerler, Drew, & Mohr, 1990; Hadley, 1988; Hayes, 1996; Henderson, Kelbey, & Engebretson, 1992; Lapan, Gysbers, Hughey, & Arni, 1993; Lee, 1993; Myrick, Merhill, & Swanson, 1986; Schlossberg, Morris, & Lieberman, 2001; Sorsdahl & Sanche, 1985; Wilson, 1986). However, still unknown are school counselors' respective preferences among the CLLGG, CTCLGG, and TLLGG delivery models. More specifically, the differences in school counselor preferences for the respective models based on topic of the guidance unit (e.g., academic, career, personal/social), length of the guidance unit (e.g., 1 or 4 hours), and gender of the research participant are unknown. In addition, the relationships among school counselors' years of professional experience (as a school counselor and as a classroom teacher), professional work patterns (percentage of time spent per month conducting LGG alone, or in collaboration with a teacher; and time teachers spend conducting LGG by themselves), and competence to conduct large group guidance (alone, or in collaboration with a teacher; and in helping teachers conduct LGG by themselves) and their

preferences for CLLGG, CTCLGG, and TLLGG delivery models are unknown. Finally, relationships among the number of school counselors in the school; size of the school; percentage of students on free/reduced lunch; and counselors' preferences for CLLGG, CTCLGG, and TLLGG are unknown.

Need for the Study

As of July 2001, there were about 20.9 million children between the ages of 10 to 14 years old living in the United States (U.S. Census Bureau, 2002). These children have many needs, including those associated with normal developmental changes experienced while moving from childhood into adulthood and with changes in American society. For example, today's adolescents are faced with increases in divorce rates, numbers of single parent and/or working parent families, poverty, and exposure to violence. Unfortunately, the inability to cope with these changes sometimes leads adolescents into problems such as violence, drug and alcohol abuse, premature sexual activity, parenthood, dropping out of school, and suicide, among other problems (Myrick, 1997).

Middle schools in particular cannot ignore the challenges students face in their daily lives. One response to help students is developmental LGG. Several models have been presented in the counseling literature for the delivery of LGG, including CLLGG, CTCLGG, and TLLGG (Cuthbert, 2000; Gysbers & Henderson, 2000, 2001; Hall & Rueth, 1999; Myrick, 1997; Schmidt, 2003; Thompson, 2002; VanZandt & Hayslip, 2001).

Despite evidence suggesting that students benefit positively from LGG, middle and secondary school counselors schedule less LGG overall than elementary school counselors (Myrick, 1997). However, in order to meet increasing needs of large numbers

of middle school students, middle school counselors will have to provide LGG services more frequently. Therefore, understanding school counselor preferences for how LGG services are delivered may lead to more frequent and more effective LGG units.

Knowledge of counselor preferences for CLLGG, CTCLGG, and TLLGG delivery models has implications for theory, research, training, and practice. For example, theory of LGG and how it is presented may be altered. Also, researchers will be better able to investigate LGG practices, and will better understand the dynamics of school counselor views of LGG. Further, if school counselor preferences were known, school counselor preparation may be altered. Finally, knowledge gained from this study may have implications for how school counselors implement LGG in regard to whether it is presented individually, collaboratively with teachers, or by teachers only.

Purpose of the Study

The purpose of this study was to determine counselor preferences for CLLGG, CTCLGG, and TLLGG delivery models. In addition, variations based on topic of the guidance unit, length of the guidance unit, and gender of research participants were investigated to determine how these factors were associated with counselor preferences. Finally, the relationships among counselor preferences for the respective models and years of professional experience, professional work patterns, competence to conduct LGG, number of school counselors in the school, size of the school, and percentage of students on free/reduced lunch were determined.

Null Hypotheses

The following null hypotheses were tested in this study:

- H₀₁:** There is no difference in preference ratings based on LGG delivery model, topic, or length, or respondent gender.

- H₀1a:** There is no interaction effect among preference ratings between LGG delivery model and topic of LGG unit.
- H₀1b:** There is no interaction effect among preference ratings between LGG delivery model and length of LGG unit type.
- H₀1c:** There is no interaction effect among preference ratings between LGG delivery model and respondent gender.
- H₀2:** There is no relationship between preference ratings for LGG delivery model and years of professional experience.
- H₀2a:** There is no relationship between preference ratings for CLLGG and years of professional experience as a school counselor.
- H₀2b:** There is no relationship between preference ratings for CTCLGG and years of professional experience as a school counselor.
- H₀2c:** There is no relationship between preference ratings for TLLGG and years of professional experience as a school counselor.
- H₀2d:** There is no relationship between preference ratings for CLLGG and years of professional experience as a classroom teacher.
- H₀2e:** There is no relationship between preference ratings for CTCLGG and years of professional experience as a classroom teacher.
- H₀2f:** There is no relationship between preference ratings for TLLGG and years of professional experience as a classroom teacher.
- H₀3:** There is no relationship between preference ratings for LGG delivery model and professional work patterns.
- H₀3a-1:** There is no relationship between preference ratings for CLLGG and percentage of time conducting LGG alone.
- H₀3a-2:** There is no relationship between preference ratings for CLLGG and percentage of time conducting LGG in collaboration with a teacher.
- H₀3a-3:** There is no relationship between preference ratings for CLLGG and percentage of time teachers spend conducting LGG by themselves.
- H₀3b-1:** There is no relationship between preference ratings for CTCLGG and percentage of time conducting LGG alone.

- Ho3b-2:** There is no relationship between preference ratings for CTCLGG and percentage of time conducting LGG in collaboration with a teacher.
- Ho3b-3:** There is no relationship between preference ratings for CTCLGG and percentage of time teachers spend conducting LGG by themselves.
- Ho3c-1:** There is no relationship between preference ratings for TLLGG and percentage of time conducting LGG alone.
- Ho3c-2:** There is no relationship between preference ratings for TLLGG and percentage of time conducting LGG in collaboration with a teacher.
- Ho3c-3:** There is no relationship between preference ratings for TLLGG and percentage of time teachers spend conducting LGG by themselves.
- Ho4:** There is no relationship between preference ratings for LGG delivery model and self-rated competence to conduct LGG.
- Ho4a-1:** There is no relationship between preference ratings for CLLGG and self-rated competence to conduct LGG alone.
- Ho4a-2:** There is no relationship between preference ratings for CLLGG and self-rated competence to conduct LGG in collaboration with a teacher.
- Ho4a-3:** There is no relationship between preference ratings for CLLGG and self-rated competence to help teachers conduct LGG by themselves.
- Ho4b-1:** There is no relationship between preference ratings for CTCLGG and self-rated competence to conduct LGG alone.
- Ho4b-2:** There is no relationship between preference ratings for CTCLGG and self-rated competence to conduct LGG in collaboration with a teacher.
- Ho4b-3:** There is no relationship between preference ratings for CTCLGG and self-rated competence to help teachers conduct LGG by themselves.
- Ho4c-1:** There is no relationship between preference ratings for TLLGG and self-rated competence to conduct LGG alone.

- Ho4c-2:** There is no relationship between preference ratings for TLLGG and self-rated competence to conduct LGG in collaboration with a teacher.
- Ho4c-3:** There is no relationship between preference ratings for TLLGG and self-rated competence to help teachers conduct LGG by themselves.
- H₀5:** There is no relationship between preference ratings for LGG delivery model and number of full-time school counselors in the school.
- Ho5a:** There is no relationship between preference ratings for CLLGG and number of full-time school counselors in the school.
- Ho5b:** There is no relationship between preference ratings for CTCLGG and number of full-time school counselors in the school.
- Ho5c:** There is no relationship between preference ratings for TLLGG and number of full-time school counselors in the school.
- H₀6:** There is no relationship between preference ratings for LGG delivery model and size of the school.
- Ho6a:** There is no relationship between preference ratings for CLLGG and size of the school.
- Ho6b:** There is no relationship between preference ratings for CTCLGG and size of the school.
- Ho6c:** There is no relationship between preference ratings for TLLGG and size of the school.
- H₀7:** There is no relationship between preference ratings for LGG delivery model and percentage of students in the school on free/reduced lunch.
- Ho7a:** There is no relationship between preference ratings for CLLGG and percentage of students in the school on free/reduced lunch.
- Ho7b:** There is no relationship between preference ratings for CTCLGG and percentage of students in the school on free/reduced lunch.
- Ho7c:** There is no relationship between preference ratings for TLLGG and percentage of students in the school on free/reduced lunch.

Rationale for the Methodology

The methodology used in this study consisted of six written case vignettes presented through a Web-based survey to middle school counselors in several states. Each vignette represented a realistic LGG unit that is likely to be presented to middle school students. After reading each case vignette, practicing school counselors were asked to rank on a scale from 1 to 10 (where 1 = low and 10 = high) their degree of preference for how the LGG unit should be delivered for each of three delivery models (e.g., CLLGG, CTCLGG, TLLGG). In addition to the vignettes, respondents were asked to provide demographic information.

Case vignettes have been used successfully to simulate real work activities with various groups of professionals who work with children, including teachers, counselors, psychologists, and child welfare professionals (e.g., Adams & Betz, 1993; Britner & Mossler, 2002; Clark, 1997; Davidson & Range, 1997, 2000; Ford, Schindler, & Medway, 2001; Kenny, 2001; Quarto, 1999; Soodak, Podell, & Lehman, 1998). Case vignettes thus were used in this study because they provide a context that allows middle school counselors to reflect on LGG practice.

Self-administered surveys are the most widely used technique for the collection of data in education (Isaac & Michael, 1995). A survey was used in this study because surveys are relatively non-intrusive, inexpensive, time efficient, and allow researchers to gather large amounts of data from a number of participants in a relatively short amount of time (Church, 2001; Nelson, 1996).

Church (2001) found participants tend to prefer computer-based surveys to paper-and-pencil, self-administered surveys. A Web-based survey was used in this study

because it is less expensive, allows the researcher to sample from a wider geographical area, and requires less time for distribution than mailed surveys (Kittleson, 1995). In addition, participant response time is decreased with Web-based surveys (Gaddis, 1998; Kittleson; Schmidt, 1997). Finally, data entry errors are limited because data entry is actually provided directly by the research participants (Schmidt, 1997; Turner & Turner, 1998).

Definition of Terms

Case vignettes: scenarios that simulate realistic situations that may be encountered in everyday life.

Competence to conduct large group guidance: a school counselor's self-report on a scale of 1 (low) to 10 (high) of confidence and capability to present LGG units alone, in collaboration with a teacher in the classroom, or provide assistance to teachers so that the respective teachers can conduct LGG by themselves.

Counselor-led large group guidance (CLLGG): involves the school counselor assuming total (i.e., unassisted) responsibility for the LGG unit.

Counselor-teacher collaboration large group guidance (CTCLGG): involves counselors and teachers working together on development and delivery of a LGG unit.

Gender: self-report as male or female.

Length of the guidance unit: defined as 1 or 4 total hours in duration.

Number of school counselors in the school: self-report of the total number of full-time school counselors in the school.

Percentage of students on free/reduced lunch: self-report of the total percentage of students on free and reduced lunch in the school.

Preference rating: self-report on a scale of 1 (low) to 10 (high) of degree of preference for how specific LGG units should be delivered.

Professional work patterns: self-report of the overall percentage of work time spent per month conducting LGG activities, as well as the percentage of work time spent per month conducting LGG activities alone, in collaboration with a teacher in the classroom, and the percentage of time teachers spend per month conducting LGG activities by themselves (following assistance from a school counselor).

Size of the school: self-report of the total number of students enrolled in the school.

Teacher-led large group guidance (TLLGG): involves teachers assuming primary responsibility for a LGG unit, but perhaps with some consultation with a school counselor if needed.

Topic of the guidance unit: defined as a focus on academic, career, or personal/social development.

Years of professional experience: self-report of the total number of years working as a school counselor and as a classroom teacher.

Organization of the Remainder of the Study

The remainder of this study is organized into four chapters. In Chapter 2 a review of the related literature is provided. Chapter 3 contains a description of the methodology. The results of the study are presented in Chapter 4, and Chapter 5 concludes the study with a discussion of the results.

CHAPTER 2 REVIEW OF THE LITERATURE

The primary purpose of this study was to examine middle school counselors' preferences for three different models of large group guidance (LGG) delivery: Counselor-Led Large Group Guidance (CLLGG), Counselor-Teacher Collaboration Large Group Guidance (CTCLGG), and Teacher-Led Large Group Guidance (TLLGG).

Presented here is a review of related literature on comprehensive developmental school counseling programs (CDSCPs), LGG delivery models, topics of LGG, length of LGG, and school counselors' gender, years of professional experience, professional work patterns, and competence in conducting LGG. In addition, literature related to the number of school counselors in the school, size of school, and percentage of students on free/reduced lunch is reviewed. How these factors influence middle school counselors' preference ratings also was a focus of this study. Support for the need for this study and for the methodology selected also is included. Most research in school counseling has been conducted at the elementary and high school levels (Whiston & Sexton, 1998) and research pertaining to middle schools only is not always readily available. Therefore, research for elementary, middle, and/or high schools is included in this review of the literature.

Comprehensive Developmental School Counseling Programs

After a review of 30 years of research, Borders and Drury (1992) derived four core principles that characterize effective guidance and counseling programs. First, they

are independent educational programs that are *comprehensive*, purposeful, and sequential. Second, school counseling programs are an integral part of the total educational program in that an underlying purpose of these programs is to facilitate instruction and student academic success. Another aspect of this principle is that school counselors are part of the school team and, conversely, all school staff participate in the guidance and counseling program. Third, effective school counseling programs are based on *developmental* theories. Program content, goals and interventions are planned to assist students with normal developmental tasks that are a part of each developmental stage. Finally, effective school counseling programs are equitable in that services are accessible to all students.

Effective CDSCPs address these core principles: CDSCPs are planned, emphasize primary prevention, promote healthy development for all students (Gysbers & Henderson, 2000, 2001; Myrick, 1997; Paisley, 2001; Paisley & Borders, 1995), and involve all school personnel (Gysbers & Henderson, 2000, 2001; Myrick). Unfortunately, research is lacking in regard to CDSCPs (Whiston, 2002). However, some empirical studies have been conducted to examine the effectiveness and prevalence of these programs. For example, Hughey, Gysbers, and Starr (1993) surveyed students, parents, and teachers in Missouri high schools to determine the impact comprehensive school counseling programs were having and if they were satisfied with the programs. Students reported interacting with the counselor in individual sessions (72.9%), classroom presentations (65%), small groups (49.6%), and workshops, seminars, or large groups (30%). In rating the assistance received in the areas of career planning and exploration, knowledge of self and others, and educational and vocational development, students

reported career planning and exploration as the area in which counselors or teachers had helped them most. More than 80% of the parents reported talking with a school counselor during the year. Academic concerns and career plans were listed as the most frequent reasons for talking with the school counselor. Teachers perceived school counselors as doing a great deal of individual and small group planning for students concerning personal, educational, and career goals. In addition, 80% of the teachers believed their school counselors were doing a great deal or at least some of the following: staff and parent consultation, test score and other data interpretation, and public relations activities for staff and community about the aims and purposes of the guidance program. In terms of conducting guidance activities in the classroom regularly, about 25% of the teachers reported it occurring "a great deal" and 50% rated it as occurring "some." For small group counseling, 20% of the teachers rated it as being offered a great deal. Unfortunately, 15% of the teachers were unaware that small group counseling was occurring. Overall, the researchers conclude that the results of this survey were positive.

Sink and MacDonald (1998) conducted a national survey to determine the number of states that had developed and implemented some type of CDSCP. In their review of documentation provided by 41 states, they found that 24 states had implemented some type of comprehensive guidance and counseling program, ten states had models in progress, and seven states encouraged school districts to establish their own comprehensive programs. Eleven of the state programs included LGG curricula covering the personal/social, educational, and career domains.

Finally, Lapan, Gysbers, and Petroski (2001) examined the impact of fully implemented comprehensive guidance and counseling programs in Missouri on seventh

grade students' perceptions of school safety, satisfaction with their education, grades, perceptions of their relationships with teachers, and perceptions of the importance and relevance of their education to their future. They found that, overall, students attending schools with fully implemented comprehensive programs reported having better relationships with teachers, higher grades, a belief that their education was important and relevant to their futures, a feeling of safety while attending their schools, and fewer problems with the physical and interpersonal environment.

The results of these studies show that CDSCPs are prevalent throughout the United States. These programs also appear to be effective. Lapan et al. (2001) wrote, "Full implementation of such school counseling programs is a sustainable, cost-effective national strategy for assisting all students to feel safer and be more successful in school" (p. 329).

Comprehensive developmental school counseling programs have as their primary focus prevention and the healthy development of *all* students. For the most part, there is consensus in terms of the interventions necessary for meeting students' needs (e.g., ASCA, 2003a; Baker, 2000; Borders & Drury, 1992; Gysbers & Henderson, 2000, 2001; McGee & Fauble-Erickson, 1995; Myrick, 1997; Paisley & Borders, 1995; Paisley & McMahon, 2001; Schmidt, 2003; Thompson, 2002; VanZandt & Hayslip, 2001). These interventions include (individual and group) counseling, LGG, consultation, and coordination. All of these interventions are important components of effective CDSCPs. However, priorities must be set (Myrick).

Myrick (1997) wrote, "Considering the range of guidance services and the different counselor interventions that are possible, identifying priorities is essential when

planning a comprehensive developmental guidance and counseling program” (p. 94). In terms of prioritizing, Myrick recommended working with students in large groups first, then targeting those students who do not respond in the large group for small group meetings, and similarly, meeting with students who do not respond in small groups on an individual basis, and finally, referring students who do not respond to individual counseling to another counselor or outside agency. Providing services in this manner encourages school counselors to think about reaching all students, and provides a systematic approach to counselor interventions and services (Myrick).

Large Group Guidance Delivery Models

Delivery of LGG by a counselor, a teacher, or both is advocated in CDSCPs (Gysbers & Henderson, 2000; 2001; Myrick, 1997; Schmidt, 2003). All three models are a viable method for working with students. In general, research on the effectiveness of LGG activities has been somewhat limited compared to the number of studies on individual and small group counseling (Schmidt, 2003). The following are representative studies suggesting the effectiveness of LGG in general. The studies are organized according to CLLGG, CTCLGG, and TLLGG.

Counselor-Led Large Group Guidance

Counselor-led large group guidance is a delivery model used frequently in the schools. Gerler and Anderson (1986) studied the effects of a LGG unit on fourth and fifth grade students’ classroom behavior, attitudes toward school, and academic achievement in language arts and mathematics. School counselors conducted a 10-session classroom guidance unit entitled “Succeeding in School.” The unit addressed topics such as relaxation, responsibility, listening, asking for help, improving in school, cooperation

with peers and teachers, positive aspects of school, and personal strengths. Results indicated significant differences between treatment and control groups in classroom behavior, conduct, and attitude toward school.

Wilson (1986) examined the effects of LGG on the final examination performance of failing sixth-grade students. Middle school students who were failing one or more of their academic subjects were included in the study. The school counselor conducted four 50-minute sessions over a four-day period with the treatment group. Sessions were focused on study and test-taking habits and attitudes, problems in preparing for and taking tests, causes of these problems and ways to solve them, and goals for improving examination performance. Students in the treatment group were found to have significantly higher final exam averages than students in the control group.

Hadley (1988) investigated the impact of a LGG unit on self-esteem and academic growth (reading performance) of second grade students. A self-esteem curriculum was presented to treatment groups one-half hour a week over a 12-week period. Self-esteem improvement activities were focused on diminishing negative attitudes that interfere with reading, patience in grasping academic skills, and reducing anxieties. Results indicated a significant increase in academic growth for those students who participated in the classroom guidance unit. No significant treatment effect was found for self-concept, however, students in the treatment group did have a positive gain.

Gerler et al. (1990) attempted to replicate the Gerler and Anderson (1986) study using students in grades six through eight who were considered potential dropouts. Middle school counselors conducted a "Succeeding in School" LGG unit. A significant

improvement in school attitude was found in favor of the treatment group over the control group, with female students showing the greatest gains.

Henderson et al. (1992) examined the effects of a stress management program on locus of control orientation, self-concept, and coping strategies of third grade students from an inner city school. Two graduate students trained in LGG conducted nine, 45-minute sessions with the treatment group. Sessions were focused on topics such as stress and coping, relaxation, exercise, organizing time, assertiveness, handling anger, expressing emotions, social supports, and problem solving. The results indicated a significant difference between the treatment and control groups on locus of control, self-concept, and coping strategies. The treatment group tended to have a more internal locus of control orientation, scored higher in self-concept on two areas related to stress in school (i.e., school-related tasks and behavior problems with peers), and used more appropriate coping strategies than the control group.

Lee (1993) also attempted to replicate the Gerler and Anderson (1986) study using fourth-, fifth-, and sixth-grade students in California. Five elementary school counselors and one middle school counselor conducted the "Succeeding in School" LGG unit. A significant improvement in mathematics was seen in the treatment group over the control group. Improvements in language, conduct, and behavior also were found, although the differences were not significant.

D'Andrea and Daniels (1995) examined the effects of a LGG unit on social and interpersonal skills of third grade students. Two graduate students trained in multicultural counseling conducted ten sessions with students. Sessions were designed to increase positive student interactions and decrease problem behaviors. The results indicated a

significant difference between teacher pre and posttest scores on ratings of students' social skills and problem behaviors, with an increase in total social skills scores and a decrease in total problem behavior scores. A significant improvement was also found in total social skills scores from student ratings of their social skills.

The results of these studies show CLLGG appears to be effective in changing student behavior and attitudes toward school, increases student self-concept and the use of coping strategies, and leads to academic growth. Therefore, CLLGG is one viable model for presenting LGG in the classroom.

Counselor-Teacher Collaboration Large Group Guidance

Counselor-teacher collaboration large group guidance is another model used in the schools. Myrick (1997) wrote, "In schools where comprehensive developmental guidance and counseling programs have been established, teachers and counselors work together to develop guidance units" (p. 228). The following studies involve teachers working in some capacity with counselors during LGG units.

Calsyn et al. (1980) studied the effects of a LGG unit on communication skills and self-esteem of fourth and fifth grade students. Grade effect and the causal relationship between communication skills and self-esteem also were examined. Two junior authors developed and led four, 60-minute sessions with the treatment groups. Teachers of the various classes also were present and participated in the sessions. Sessions were focused on topics such as verbal and nonverbal communication, statements that cut-off or open communication, active listening, I-messages, and problem solving. Results indicated a significant difference between treatment and control groups for communication skills, with a marginally significant grade effect in favor of fifth grade.

Myrick et al. (1986) investigated the impact of LGG on fourth-grade students' attitudes and behaviors. In addition, the effect of classroom guidance on "target" and "top" students (with target students being those ranked by their teacher as among the six lowest in the class in regard to their attitudes and the top students being those ranked by their teacher as among the four highest in the class in regard to their attitudes) was examined. School counselors conducted six 30 to 45 minute sessions with treatment groups. Teachers also were encouraged to take part in each session. "They shared information, co-led some activities, observed students they wanted to know better, and helped supervise" (p. 246). Topics of the sessions included understanding feelings and behaviors, examining attitudes, helping someone new to school, making positive changes, participating in a "I am lovable and capable" activity, and identifying personal strengths. Significant differences were found in favor of target students in the treatment group over those in the control group for two of the eight classroom behaviors and for three of the 12 attitude statements. Significant differences also were found in favor of top students in the treatment group over those in the control group for two of eight classroom behaviors and for four of 12 attitude statements. In examining teacher ratings, significant differences were found in favor of target students in the treatment group over those in the control group for three of eight classroom behaviors and for nine of 12 attitude statements. Significant differences also were found in favor of top students in the treatment group over those in the control group for eight of 12 attitude statements. Overall, the guidance unit proved effective and beneficial for both target and top students.

Lapan et al. (1993) examined the effects of a guidance and Language Arts unit on high school juniors' career development and writing skills. The school counselors,

vocational-technical counselor, and English teachers worked together in implementing 13 sessions over an eight-week period. Sessions involved taking and interpreting an aptitude survey and an interest inventory, orienting students to the Guidance Resource Center, providing information on job seeking and job-keeping skills, exploring occupations and post-high school educational programs, selecting and using references, organizing and summarizing information, as well as several others. Significant changes were found in Vocational Identity scores of honors and nonhonors students. In addition, girls in the nonhonors group received better English grades and reported they had gained a better understanding of how being male or female related to jobs and careers. Approximately 95% of girls and 89% of boys indicated the guidance unit was beneficial and worth continuing.

In a qualitative study, Hayes (1996) investigated whether first grade students could recognize cultural differences presented in a story and could express feelings about those differences during a guidance activity. The author, an elementary school counselor, and a teacher planned the classroom guidance activity. The school counselor and teacher co-presented the activity, which involved reading a culturally enriched story to students, and engaging students in discussion about the story. Hayes found students were able to recognize cultural differences presented in the story and were able to express their feelings about those differences. Support for this was found in students' verbal and written responses and in their drawings.

Schlossberg et al. (2001) investigated the effects of a LGG unit on ninth-grade students' behavior, attitudes, and informational awareness. The interaction of the guidance intervention with student academic placement (average or basic tracks), risk

levels (target and top), and gender also was examined. Counselors and classroom teachers worked together in implementing six, 45-minute sessions for students in the treatment groups. “Both the counselor and teacher moved around the room, supervising the small groups and encouraging students to share ideas and feelings” (p. 160). Sessions included topics such as behaviors that contribute to success at school and with friends, career planning and information, high school planning and information, available counseling services, and course registration. Significant differences were found in favor of students in the treatment group over those in the control group for all three dimensions (i.e., behaviors, attitudes, and information learned). Teacher ratings also showed a significant difference in favor of students in the treatment group over those in the control group on two dimensions: attitudes and information learned. No significant interaction was found between the guidance intervention and student academic placement, risk level, or gender.

The results of these studies show that CTCLGG appears to be effective in changing student behavior and attitudes, and in increasing communication skills, cultural awareness, and career and informational awareness. Therefore, CTCLGG is another viable model for presenting LGG in the classroom.

Teacher-Led Large Group Guidance

The use of classroom teachers as a resource in LGG has been advocated in the literature (Cuthbert, 2000; Muro & Kottman, 1995; Myrick, 1997; Schmidt, 2003; Thompson, 2002). Teachers can be successful leading LGG, because LGG uses instructional processes and does not require special training in counseling theories or techniques (Schmidt, 2003). “[Teachers’] position in the classroom is such that they are a significant, and at times the most significant, adult to promote learning and positive self-

development in students” (Muro & Kottman, p. 69). Teachers are also in the best position to help integrate LGG activities with other school subjects.

In one study on TLLGG, Sorsdahl and Sanche (1985) examined the effect of classroom meetings, used as a form of group counseling, on the behavior and self-concept of fourth-grade students. Teachers conducted classroom meetings twice a week for 20 weeks with students in the treatment group. The meetings were focused on general discussions about feelings, friends, and subjects requiring imaginative thinking, as well as problem solving pertaining to subjects that presented real problems to students or the class. Results of the study indicated a significant difference between treatment and control groups in classroom behavior, both during classroom meetings and in the larger classroom setting. No significant difference was found for general self-concept, however, a significant difference was found in self-concept during classroom meetings.

For the most part, the use of TLLGG has been found in relation to Teacher Advisor Programs (TAP) (Cuthbert, 2000; Myrick, 1997; Schmidt, 2003). In TAP, usually a block of time is designated at the beginning of each day in which teachers give necessary information, have individual conferences with students, and conduct LGG sessions (Cuthbert; Schmidt, 2003). School counselors assist teachers with information for the sessions and suggest ways to interact with students (Cuthbert; Myrick). TAP is one way to create smaller, nonacademic interchanges within larger school systems (Gatta et al., 1997). TAP enables all students to have consistent contacts and relationships with significant adults at school (Jackson & Davis, 2000; Schmidt, 2003).

Gatta et al. (1997) examined the effects of an advisory program on ninth grade students. Groups of between 15 to 20 students met daily with their advisors to discuss all

aspects of the students' life at school, including problems and solutions. The researchers found that students in the advocacy groups believed an adult in school cares for them and knows them well, confronted their problems more directly and were better able to find ways to solve their problems, and had a sense of control over their school performance.

The results of these studies show that TLLGG, presented as part of or independently from TAP, appears to be effective in changing student behavior, problem-solving abilities, and sense of control over school performance. Therefore, TLLGG is another viable model for presenting LGG in the classroom.

Topic of the Guidance Unit

Within *The ASCA National Model: A Framework for School Counseling Programs* (ASCA, 2003a), effective school counseling programs are those that facilitate student development in three areas or domains: academic development, career development, and personal/social development. Standards, or descriptions of what students should know and be able to do in each domain as a result of participating in the school counseling program, follows:

I. Academic Development

- Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

II. Career Development

- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

III. Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills. (p. 81–86)

Suggested student *competencies* (i.e., specific expectations that students should achieve for each standard) and student *indicators* (i.e., specific knowledge and skills that students should be able to demonstrate to meet specific competencies) are also included in the *National Model*. However, the competencies are provided as guidelines only.

Schools are encouraged to adapt student competencies to reflect the needs of the students served and the overall goals of the school (ASCA, 2003a).

Thompson (2002) wrote, “Implementing a comprehensive developmental school counseling program assists students to acquire skills in the academic, personal/social, and career domains” (p. 21). There is much support for the focus on academic, career, and personal/social topics in CDSCPs (Gysbers & Henderson, 2001; Myrick, 1997; Paisley, 2001; Paisley & McMahon, 2001; Schmidt, 2003; Thompson; Wittmer, 2000). Because of this emphasis, numerous LGG units have been delivered with these topics as their focus (e.g., Calsyn et al., 1980; D’Andrea & Daniels, 1995; Gatta et al., 1997; Gerler & Anderson, 1986; Gerler et al., 1990; Hadley, 1988; Hayes, 1996; Henderson et al., 1992; Lapan et al., 1993; Lee, 1993; Myrick et al., 1986; Schlossberg et al., 2001; Sorsdahl &

Sanche, 1985; Wilson, 1986). The focus on academic, career, and personal/social topics in LGG has led to improvements in student classroom behavior, conduct, attitude toward school, communication skills, social skills, cultural awareness, self-concept, coping strategies, reading and math performance, final examination averages, information awareness, and vocational identity. This research shows that academic, career, and personal/social topics appear to be effective LGG topics and are therefore appropriate to emphasize through LGG.

Length of the Guidance Unit

LGG units have been found to vary in length from one session (Hayes, 1996) to ten sessions (D'Andrea & Daniels, 1995; Gerler & Anderson, 1986) to as many as 40 sessions (Sorsdahl & Sanche, 1985). One and four-session LGG units are common and both have been used successfully in working with students (Calsyn et al., 1980; Hayes; Wilson, 1986).

Hayes (1996) investigated the effects of a LGG unit on first grade students' cultural awareness. A school counselor and teacher co-presented the classroom guidance activity, which consisted of one session. The session involved reading a culturally enriched story to students, as well as engaging students in discussion about the story. After one session, students were able to recognize cultural differences presented in the story and were able to express their feeling about those differences.

Calsyn et al. (1980) studied the effects of a four-session LGG unit on communication skills and self-esteem of fourth and fifth grade students. After four sessions, a significant difference was found between treatment and control groups for communication skills.

Wilson (1986) also examined the effects of a four-session LGG unit. The unit was designed to increase final examination performance of failing sixth-grade students. At the end of the unit, students in the treatment group were found to have significantly higher final examination averages than students in the control group.

The results of these studies show that one session and four-session LGG units appear to be effective for working with students. Therefore, both are appropriate lengths for LGG units.

Gender

Much research has focused on gender as a factor in studies involving school counselors. A number of studies have shown no difference in terms of school counselor gender. For example, Moracco, Butcke, and McEwen (1984) investigated school counselor and school environment characteristics related to occupational stress. The researchers found no significant gender difference in occupational stress as measured by the Counselor Occupational Stress Inventory.

Wiggins, Evans, and Martin (1990) examined personal and demographic factors related to school counselor self-esteem. No significant difference in self-esteem based on school counselor gender was found.

Mustaine and Pappalardo (1996) investigated discrepancies between Ontario school counselors' actual versus preferred time on task for various school counselor activities. Significant differences were found between actual and preferred time on task for group guidance, educational and occupational planning, placement and follow-up, and other activities. However, the researchers found no significant relationship between these discrepancies in actual versus preferred time on task and school counselor gender.

Finally, Kush (1997) investigated the relationship between humor appreciation of high school counselors and self-perceived school counselor effectiveness. In addition, gender differences in humor appreciation were examined. No significant difference was found in humor preferences based on gender.

Some researchers have, however, found differences in regard to school counselor gender. For example, Constantine and Yeh (2001) examined the effects of prior training in multicultural counseling as well as self-construals (i.e., interdependent versus independent cultural self-conceptions) on multicultural counseling competence of school counselors. A significant gender difference was found for the interdependent self-construal; male counselors reported significantly higher interdependent self-construal scores than female counselors. In addition, higher independent self-construal scores and the number of previous multicultural counseling courses taken were significantly predictive of reported multicultural counseling competence for female counselors.

Harris (2002) investigated school counselors' personal perceptions of biracial students. A significant gender difference was found. Male school counselors perceived biracial students as having more academic problems than other students. Male school counselors also believed that minorities were more accepting of biracial children than nonminorities.

These results show there is little consistency in regard to gender differences in studies involving school counselors. Therefore, gender is an appropriate variable to investigate in this study.

Years of Professional Experience

In this study, years of professional experience is defined as the total number of years working as a school counselor and as a classroom teacher. The following are representative studies of school counseling and teaching experience.

School Counseling Experience

Years of professional experience as a school counselor is a factor that has been investigated and reported in the research literature. Several studies have found no significant relationship between the number of years of professional experience as a school counselor and various traits. In their study on school counselor and school environment characteristics related to occupational stress, Moracco et al. (1984) found no significant relationship between school counselors' years of counseling experience and occupational stress as measured by the Counselor Occupational Stress Inventory. Wiggins et al. (1990) examined personal and demographic variables related to self-esteem. They found no significant relationship between years employed as a school counselor and self-esteem.

In their study of discrepancies between Ontario school counselors' actual versus preferred time on task for various school counselor activities, Mustaine and Pappalardo (1996) found no significant relationship between number of years experience and discrepancies in actual versus preferred time on task. The authors concluded discrepancies were not a result of counselor inexperience.

Hermanin (2002) investigated legal concerns of school counselors, prevalence of legal issues faced by school counselors, and school counselors' perceptions of their ability to address legal issues effectively. The researcher found no significant relationship

between years of experience and school counselors' perceptions of their preparedness to deal with legal issues.

Finally, Holcomb-McCoy, Bryan, and Rahill (2002) investigated school counselors' perceptions of the importance of CACREP school counseling standards. No significant relationship was found between school counselors' years of experience and perceptions of the importance of the CACREP standards.

Several studies have found a significant result for the number of years of professional experience as a school counselor. In their study of school counselors' concerns and perceptions of their comprehensive counseling programs, Sink and Yillik-Downer (2001) found a significant relationship between total number of years as a school counselor and perception scores on the "Collaboration" subscale of the Perceptions of Comprehensive Guidance and Counseling Inventory (PCGCI). School counselors with less than five years of experience had significantly higher collaboration concern scores than those with more experience (e.g., 5–10 years, 11–20 years, 20-plus years). These school counselors reported higher needs for collaboration.

Bauman, Siegel, and Davis (2002) examined school counselors' interest in professional literature and research. The researchers found a significant relationship between years of school counseling experience and number of journals read. School counselors with less than 4 years of school counseling experience read significantly less journals than those with 11 to 15 and 16 to 25 years of experience.

Last, Harris (2002) found a significant relationship between school counselors' years of counseling experience and their perceptions of biracial students. Those with one to five years experience believed that presenting problems from biracial students were

likely the result of identity conflicts. In addition, school counselors with this level of experience more “automatically” categorized biracial students with the minority parent.

Teaching Experience

The debate as to whether school counselors should have classroom teaching experience prior to obtaining school counselor certification has raged for many years (Baker, 1994; Olson & Allen, 1993; Quarto, 1999; Smith, 2001). Those who support a teaching prerequisite argue the advantage teachers have of understanding school policies and procedures (Olson & Allen; Quarto), of being able to develop relationships with teachers and administrators, and of being able to assist students with educational problems (Quarto). Those who believe teaching experience should not be a prerequisite for school counselor certification believe the requirement may prevent good “prospects” from entering the profession. In addition, teaching experience may have a negative impact on a school counselor’s ability to help students in that it may lead to behaviors that interfere with being effective in counseling relationships (Baker, 1994). The continued debate over the necessity of teaching experience is seen in the fact that 16 states still require school counselors to have classroom teaching experience prior to obtaining school counselor certification (Randolph & Masker, 1997, as cited in Smith, 2001).

In their survey of school principals, Olson and Allen (1993) found no significant difference in perceived counselor effectiveness based on teaching versus non-teaching background of school counselors working at the elementary or high school levels. In addition, no significant difference was found between the two groups at the elementary,

middle school and junior high, or high school levels in regards to effectiveness of classroom guidance skills.

Smith (2001) examined counselor educators' perceptions regarding the need for teaching experience for school counselors. Seventy-five percent of counselor educators surveyed reported a belief that school counselors do not need prior teaching experience to be effective.

Baker (1994) conducted a review of the research on the effects of prior teaching experience on success as a school counselor. He concluded that the, "research findings do not support suppositions that counselors with teaching experience are superior to those without it" (p. 322).

Some researchers have found significant differences between counselors with and without prior teaching experience. Olson and Allen (1993) surveyed school principals to determine potential differences in perceived counselor effectiveness based on school counselors with teaching and without teaching backgrounds. Significant differences were found between the two groups at the middle and junior high level. Middle and junior high school counselors with no previous teaching experience were viewed as less effective than counselors with teaching experience in three of thirteen areas identified as major functions of school counselors (i.e., teacher consultation, individual counseling, and advisory committee participation).

Quarto (1999) surveyed teachers to determine potential differences in perceived counselor effectiveness for school counselors with teaching and without teaching backgrounds. A significant difference was found between the two groups in terms of general and specific functional effectiveness. Teachers perceived school counselors with

prior teaching experience to be more effective in carrying out general counselor functions than those with community mental health experience. In addition, teachers perceived school counselors with prior teaching experience to be more effective in addressing academic and emotional/behavior issues than those with community mental health experience.

The results of these studies show different relationships for the number of years of professional experience as a school counselor and as a classroom teacher. Therefore, years of professional experience is an appropriate variable to investigate in this study.

Professional Work Patterns

Counselors are encouraged to prioritize their time and energy according to how much time they might spend delivering the different counseling services (Myrick, 1997). A balanced program is ideal, one in which counselor time is spread across all counseling services (Gysbers & Henderson, 2001; Myrick). Recommendations have been made for the appropriate allocation of middle school counselors' time across the four program components that comprise a comprehensive developmental school counseling program: guidance curriculum, individual planning, responsive services, and system support (Gysbers & Henderson, 2001). It is suggested that 25–35% of total school counselor time be spent on the guidance curriculum. LGG falls under this component. Suggestions for how school counselors should spend the remainder of their time include 15–25% on individual planning, 30–40% on responsive services and 10–15% on system support.

Several studies have been conducted to determine how school counselors spend their professional work time. Partin (1993) surveyed school counselors in one state to determine their perceptions of their greatest time wasters, the percentage of time they

spent on primary counselor job functions, and their perceptions of the ideal allocation of their time. All these school counselors rated “paperwork” as their greatest time waster. In comparing actual versus ideal time allocation, they preferred to spend significantly more time in individual counseling, group counseling, and professional development activities, and significantly less time in testing and student appraisal, and administrative and clerical activities.

Vacc, Rhyne-Winkler, and Poidevant (1993) described an external program evaluation of one public school district. The researchers found that although most counseling services were provided by school counselors in the district, the activities were not systematically scheduled and the program of services offered by school counselors were not balanced.

In their study of discrepancies between Ontario school counselors’ actual versus preferred time on task for various school counselor activities, Mustaine and Pappalardo (1996) found significant differences between actual and preferred hours per week for group guidance, educational and occupational planning, placement and follow-up, and “other” activities. The school counselors in this sample preferred to spend more time on group guidance, educational and occupational planning, and placement and follow-up, and less time on “other” activities (e.g., developing master schedules, monitoring lunchrooms and hallways, substituting for absent teachers and disciplining students).

Fitch and Marshall (2004) surveyed school counselors in one state to determine how those in high-achieving schools spend their time as compared to those in low-achieving schools. The researchers found that school counselors in higher-achieving schools spent more time on program management, coordination, and aligning programs

with professional standards than those counselors in low-achieving schools. The researcher also noted that school counselors in both high- and low-achieving schools rated the “other duties” category as the highest area except for “counseling” in regards to the number of hours spent weekly.

The results of these studies show differences in how school counselors spend their professional work time. Therefore, professional work patterns is an appropriate variable to investigate in this study.

School Counselor Competence

School counselor competence can be examined in terms of Bandura’s self-efficacy theory (1977, 1986). In his social cognitive theory of self-efficacy, Bandura describes two sources of motivation: *outcome expectations* and *efficacy expectations*. Outcome expectations refer to the belief that given behaviors will lead to specific outcomes. Efficacy expectations refer to individuals’ beliefs about their own competence to achieve the outcome. Bandura believes these expectations are interrelated and underlie a person’s willingness to initiate and sustain actions – one’s actions are determined by the confidence one has that a behavior will lead to a specific outcome *and* the confidence one has in one’s ability to perform the behavior.

Several researchers have examined competence as a factor in studies involving school counselors and a number of studies have shown no difference in terms of counselor competence. For example, in their study on personal and demographic factors related to school counselor self-esteem, Wiggins et al. (1990) found no significant relationship between self-report of competence in group work and self-esteem. An interesting finding in this study was that almost all school counselors gave themselves

high ratings for competence in group work, even those who rated themselves as weak in individual counseling. One caution with these findings is there is no clear definition of group work provided by the authors. "Group work," as used in this study, could refer to small group counseling, LGG, or both.

In their study of discrepancies between actual versus preferred time on task, Mustaine and Pappalardo (1996) asked Ontario school counselors to indicate the reason for discrepancies. Only 11% of respondents reported a lack of confidence in performing certain counseling and guidance activities as an explanation for the discrepancies between actual versus preferred time on task.

Crutchfield and Borders (1997) examined the impact of dyadic and group clinical peer supervision on practicing school counselors' self-efficacy. Self-efficacy was measured using the Counseling Self-Estimate Inventory in which participants judge their capacity to perform satisfactorily in different counseling situations. The researchers found that neither supervision type had a significant effect on school counselors' perceptions of their counseling self-efficacy.

Finally, in his study of the relationship between humor appreciation of high school counselors and their self-perceptions, Kush (1997) found no significant relationship between their humor appreciation and self-perceived effectiveness. Interestingly, Kush found that none of the school counselors rated themselves as ineffective.

Some differences, however, have been found in studies of school counselor competence. Sutton and Fall (1995) examined the relationship between school counselor self-efficacy (i.e., efficacy and outcome expectations) and school climate, roles, and

various demographic variables. The researchers found a significant relationship between school counselor efficacy expectancies (in terms of the multifaceted role normally performed by school counselors) and staff support and grade level of school counselor responsibility. The researchers also found a significant relationship between efficacy expectancies (in terms of the individual counseling role) and staff and administrative support. Finally, the researchers found a significant relationship between school counselor outcome expectancy and staff support, administrative support, and nonrelated services.

Constantine and Yeh (2001) investigated the effects of prior training in multicultural counseling as well as interdependent and independent self-construals on multicultural counseling competence of school counselors. The researchers found that the number of previous multicultural counseling courses taken was a significant predictor of multicultural counseling competence in female school counselors. High, independent self-construal scores were also a significant predictor of multicultural competence in female school counselors.

The results of these studies show varying effects in terms of school counselor competence. Therefore, competence in conducting LGG is an appropriate variable to investigate in this study.

Number of School Counselors in the School

Schmidt (2003) writes, "The number of counselors hired in a school counseling program makes a difference in the quantity and quality of services offered" (p. 76). Student-to-counselor ratios, the variety of counseling services offered, and the amount of

time counselors allocate to each service are all affected by the number of counselors working in the school.

As discussed in Chapter 1, ASCA (2003a) recommends a student-to-counselor ratio of 250:1. The reality for most schools, however, is student-to-counselor ratios in excess of 425:1, with some as high as 1,000:1 (Thompson, 2002). These high student-to-counselor ratios result in school counselors being unable to meet student needs through individual and small group counseling alone (Myrick, 1997). Their decisions to provide LGG as a way to meet the needs of students may be influenced by high student-to-counselor ratios.

Schools with more than one school counselor have more flexibility in terms of how much time individual school counselors spend in delivering counseling services. In these schools, the amount of time school counselors spend in the delivery of the different counseling services may vary depending on their individual talents and expertise. For example, school counselors with expertise in LGG may focus delivering these services, while others may focus on individual and small group services (ASCA, 2003a). This ensures greater quality in counseling services.

In their study of discrepancies between school counselors' actual versus preferred time on task, Mustaine and Pappalardo (1996) found that over one-third of respondents listed high student-counselor ratios as an explanation for the discrepancies between their actual versus preferred time on task. The authors write that although these school counselors feel they are responsible for too many students, school budgetary restraints prevent the solution of hiring more counselors.

The research shows varying effects in terms of the number of school counselors in the school. Therefore, number of school counselors in the school is an appropriate variable to investigate in this study.

Size of School

Size of school is another factor that has been investigated. For example, Sink and Yillik-Downer (2001) examined school counselors' perceptions of their comprehensive guidance and counseling programs as well as the effects of various background variables on those perceptions. The researchers found no significant difference in perception scores based on counselor caseload (i.e., less than 300 students versus 300 or more students).

Some researchers have found differences in terms of size of school. In their study of school counselor and school environment characteristics related to occupational stress, Moracco et al. (1984) found significant differences in occupational stress based on size of school. School counselors in schools with higher enrollments perceived greater stress on five of six factors (lack of decision making authority, nonprofessional duties, professional job overload, counselor-teacher professional relationships, and counselor-principal professional relationships). No significant difference was found for size of school and financial security.

Boswell and Carr (1988) examined secondary school counselors' perceptions of their daily duties and how those perceptions differed according to size of school. The researchers found a significant school size effect. School counselors in large schools (1000 or more students) reported that they conducted more in-service seminars and also disciplined students on a regular basis more than those at small or medium sized schools.

In addition, school counselors at small schools (500 or less students) reported that they record and compute grades by hand more than those at larger schools.

In their study of discrepancies between school counselors' actual versus preferred time on task, Mustaine and Pappalardo (1996) found that 39% of respondents reported high student-counselor ratios as an explanation for discrepancies between actual versus preferred time on task. The authors concluded that responsibility for too many students prevents school counselors from performing preferred tasks.

The results of these studies show differences in terms of size of school on school counselors' perceptions of their programs, performed duties, and occupational stress. Therefore, size of the school is an appropriate variable to investigate.

Students on Free/Reduced Lunch

As discussed in Chapter 1, 16% of children under the age of 18 lived in families with incomes below the poverty threshold in 2000. Children living in low-income families are more likely than those from more affluent families to experience problems with physical, psychological, and material well-being (FIFCFS, 2002). Schools are also affected by the poverty of their students and their families.

During the 2001–2002 school year, 17.4 million (36.6%) elementary and secondary students in public schools in the U.S. were eligible for free or reduced-price meals (Hoffman, 2003). To be eligible for free lunch, a student must be from a household with an income at or below 130% of the federal poverty guideline. To be eligible for reduced-price lunch, a student must be from a household with an income at or below 185% of the federal poverty guideline. The level of poverty (or the number of students eligible for free or reduced lunch) in a school has been found to be associated with

student achievement, students' attitude toward academic achievement, attendance, and parental involvement. In terms of student achievement, scores in mathematics, geography, and U.S. history tend to decrease as the percentage of students in the school eligible for a free or reduced lunch increases. In addition, schools with the highest poverty (i.e., more than 75% of students eligible for free or reduced lunch) had a lower percentage of students with a "very positive" attitude toward academic achievement, higher rates of student absenteeism, and less parental involvement than schools with the least poverty (i.e., those with 10% or fewer eligible for free or reduced lunch) (U.S. Department of Education, National Center for Education Statistics, 2003).

Poverty has also been linked with measures of self-concept. In their study of the relationship among achievement, socioeconomic status (SES), and self-concept of fourth graders in one state, Trusty and Peck (1994) found that self-security (the opposite of anxiety) and social confidence (i.e., self-efficacy in social relationships) appear to be more highly related to SES than achievement. Students with low SES also had higher levels of school affiliation. On the other hand, social maturity (i.e., having sensitivity to others' needs and a sense of fair play) and self-acceptance (self-esteem) appear to be more highly related to achievement than to SES.

The research shows varying effects of poverty in terms of student achievement, students' attitude toward academic achievement, attendance, parental involvement, and students' self-concept. Therefore, percentage of students on free/reduced lunch is an appropriate variable to investigate in this study.

The Need for the Study

In their review of school counseling outcome research, Whiston and Sexton (1998) found that school counseling research was focused more on remediation activities than on preventive interventions. The authors recommend that more research needs to be done on preventive interventions provided by school counselors. Foster, Watson, Meeks, and Young, (2002) also recommended that more research is needed on school counselors in general and on their interventions. The current study adds to research in these areas.

Although LGG is an important intervention in CDSCPs (ASCA, 2003a; Gysbers & Henderson, 2000, 2001; Myrick, 1997; Schmidt, 2003; Thompson, 2002), little research has been conducted in this area compared to the number of studies on individual and small group counseling (Schmidt, 2003). Whiston and Sexton (1998) found that only 24% of the studies included in their review of school counseling research were focused on this area. Sink and MacDonald (1998) found that only 11 states included large group guidance curricula covering the personal/social, educational, and career domains in their descriptions of their CDSCPs. In a review of the literature for this study, no studies were found to date that explored school counselor preferences for the three models of LGG. Therefore, the current study adds to theory and research in the area of LGG and helps researchers to better understand LGG practices and the dynamics of school counselor views of LGG.

Overall, middle and secondary school counselors schedule less LGG than elementary school counselors (Myrick, 1997). In a survey of school counselors, Hardesty and Dillard (1994) found that elementary school counselors reported higher levels of activity in coordinating LGG programs than did middle and secondary school counselors.

Hughey et al. (1993) found only 25% of high school teachers surveyed on the impact of comprehensive school counseling programs considered LGG activities as occurring “a great deal” in their schools. Therefore, understanding middle school counselor preferences for how large group guidance services are delivered may lead to more frequent and more effective large group guidance units at the middle school level.

Another practice issue involves the use of TLLGG. In their survey of school counselor actual versus ideal task emphasis, Burnham and Jackson (2000) found that although LGG was provided in schools, teachers were not assisting in its delivery as recommended in the literature. “This recommendation was neither implemented nor considered to be feasible by the counselors surveyed” (p. 46). The researchers suggested further research in this area. The current study explores factors influencing school counselors’ preferences for TLLGG.

Many middle school counselors and teachers are unfamiliar with how to work with students in LGG (Myrick, 1997). A clear understanding of school counselors’ preferences for LGG delivery is a first step to providing assistance and training to school counselors in this area. In addition, with clear understanding of school counselor preferences, counselor educators can become more focused in their efforts to provide practical and timely education and training for school counselor trainees.

Finally, in their review of school counseling research, Whiston and Sexton (1998) found that most research has been conducted at the elementary and high school levels. The authors recommend additional studies at the middle school level. The current study adds to research in this area.

Case Vignette Methodology

Case vignettes have been used successfully to simulate real work activities with counselors, psychologists, and teachers (Adams & Betz, 1993; Davidson & Range, 2000; Ford et al., 2001; Quarto, 1999; Soodak et al., 1998). Vignettes are an effective way to represent reality in survey research in that participants are asked to read and respond to a specific vignette rather than simply to respond to general questions. For example, in their study of potential gender differences in counselors' attributions about and attitudes toward cases of incest, Adams and Betz (1993) used hypothetical client intake interviews to assess counselors' perceptions and treatment of the hypothetical client. After reading the notes, counselors rated the client's appropriateness for therapy, their degree of interest in seeing the client, the client's level of emotional distress, the client's level of motivation to change, the client's accuracy in assessing the cause of the problem, and the likelihood the client would overcome the problem. Counselors also listed potential treatment goals and questions they wished to ask the client to help in formulating the treatment plan.

Davidson and Range (2000) also utilized vignettes to investigate psychologists' opinions of age appropriate, no-suicide agreements used with children and adolescents. Vignettes varied by the chronological age of the child (i.e., 6, 9, or 12 years), history of academic performance (i.e., problems or no problems), and age-appropriate no-suicide agreement (i.e., varied by reading level). After reading one of six vignettes, participants rated the appropriateness and effectiveness of the no-suicide agreement for the child portrayed in the vignette.

Ford et al. (2001) used hypothetical vignettes to compare school professionals' attributions of blame for child sexual abuse. The second study reported in their article

involved comparisons between school counselors, principals, teachers, and school psychologists. Participants read vignettes that varied by response of the child victim (e.g., encouraging, passive, or resistant). After reading a randomly assigned vignette, participants answered questions regarding the likelihood that cases like the one presented would occur as well as the extent to which participants were confident that sexual abuse actually occurred in the hypothetical situation.

Soodak et al. (1998) used hypothetical scenarios with general education teachers to assist to determine teacher, student, and school factors that influence teachers' acceptance of students with disabilities. Scenarios described the school principal telling the teacher that the school was planning to include a student with a disability in his/her class. Each teacher was randomly assigned a scenario describing one of five disability categories (i.e., hearing impairment, learning disability, mental retardation, a behavior disorder, or physical disability requiring use of a wheelchair). After reading the scenario, teachers were asked to respond to 17 pairs of adjectives along a four-point continuum. Teachers indicated the extent to which they were prepared to teach in the situation.

In his study of teachers' perceptions of school counselors with and without teaching experience, Quarto (1999) presented teachers with brief descriptions of counselors having prior experience in different areas, including teaching, community mental health, and insurance. After reading the descriptions, teachers were asked to rate how effective the three counselors would be in carrying out various counselor functions. Two additional scenarios were used in this study to describe a student with either an academic or emotional/behavior problem. Teachers were asked to indicate how effective

they thought each counselor would be in addressing the problem presented in the scenario.

These studies show that the use of case vignettes is a viable and effective method to gather data from school counselors.

Self-Administered Surveys

Self-administered surveys are the most widely used technique for the collection of data in education (Isaac & Michael, 1995). Surveys have been used successfully in several national studies in order to obtain information on school counseling programs and school counselors' perspectives. For example, Moracco et al. (1984) conducted a national survey to investigate school counselor and school environment characteristics related to occupational stress. The researchers mailed surveys to 550 school counselors who were members of the American School Counselor Association. The number of usable returned surveys was 361 (66%).

Similarly, Sink and Yillik-Downer (2001) conducted a national survey to investigate school counselors' concerns and perceptions of their comprehensive guidance and counseling programs. Surveys were mailed to 1425 practicing school counselors. The number of usable returned surveys was 1033 (73%).

Hermanin (2002) conducted a national survey to investigate legal concerns of school counselors, prevalence of legal issues faced by school counselors, and school counselors' perceptions of their ability to effectively address legal issues. Surveys were mailed to 500 members of the American School Counselor Association and 500 members of the American Mental Health Counselors Association. Two hundred seventy three of the respondents were school counselors.

Holcomb-McCoy et al. (2002) conducted a national survey of school counselors regarding their perceptions of the importance of the CACREP school counseling standards to their actual work as school counselors. Surveys were mailed to 600 practicing school counselors who were members of the American School Counselor Association. The number of usable returned surveys was 187 (31%).

These studies show that the use of self-administered surveys is a viable method to collect data from a national sample of school counselors.

Web-Based Surveys

Traditionally, surveys have consisted of group or individual interviews, telephone surveys, and self-administered mailed surveys (Kittleson, 1995). However, with the increase in the use of personal computers, surveys can now be administered through e-mail or on the World Wide Web (Web). Businesses, government agencies, educational facilities, and individuals are using the Internet to create and distribute surveys (Gaddis, 1998). The significant advantage of this approach is that the surveys are less expensive and can be delivered and returned much faster than mailed surveys (Daley, McDermott, McCormack Brown, & Kittleson, 2003; Gaddis; Kittleson; Schmidt, 1997). This method also allows for easy access to a large population of individuals (Kittleson; Schmidt, 1997). Finally, the need for data entry is eliminated because data entry is provided directly by respondents (Daley et al.; Schmidt, 1997; Turner & Turner, 1998).

Kittleson (1995) conducted a study to compare the response rate for surveys delivered by U.S. Mail and through e-mail. He found that more of the mailed surveys were returned (76.5%) than the e-mailed surveys. An interesting finding however, is that the e-mailed surveys had a quicker response rate than the mailed surveys. For example,

37 surveys were returned within two days of the initial contact. No follow-up messages were sent as part of the study, which may have limited the total number of returned surveys. Kittleson recommended sending follow-up messages after initial contacts to ensure higher response rates.

Church (2001) compared online versus paper-and-pencil responses to surveys. In the first study reported in the article, research participants were provided with a complete set of instructions and survey materials for using an online or a paper-and-pencil survey. Participants were given a choice as to how to respond to the survey. Church found that 57.9% of respondents chose to complete the online survey over the paper-and-pencil survey. In addition, age and educational level were significantly related to response method. Participants between the ages of 36 to 50 years were more likely to provide an online response (61.7%) than were participants 35 years and younger (63.9%). Participants with a bachelor's (60.0%) or master's degrees (61.5%) were also more likely to provide an online response than a paper-and-pencil response.

There are many advantages as well as support for the use of Web-based surveys found in the literature. Therefore, a Web-based survey is a viable method for the collection of data.

Summary

LGG is an important intervention in effective CDSCPs. Therefore, the purpose of this study was to examine middle school counselors' preferences for three different models of large group guidance delivery. A review of the professional literature in this chapter has provided information on CDSCPs, LGG delivery models, and numerous factors that may influence middle school counselors' preferences.

CHAPTER 3 METHODOLOGY

The purpose of this study was to ascertain, through the use of a Web-based survey, middle school counselors' delivery mode preferences for three models of large group guidance (LGG). Case vignettes were used in this study to emulate LGG units that may be presented to students in middle school classrooms.

This chapter contains a description of the methodology used for collection and analyses of the data. Included are a description of relevant variables, population, sampling procedures, research procedures, response rate, data analyses, and methodological limitations.

Relevant Variables

The independent variables investigated in this study included model of LGG, topic of LGG unit, length of LGG unit, middle school counselors' gender, years of professional experience, professional work patterns, and competence in conducting LGG, as well as the number of school counselors in the school, size of school, and percentage of students on free/reduced lunch. Models of LGG included Counselor-Led Large Group Guidance (CLLGG), Counselor-Teacher Collaboration Large Group Guidance (CTCLGG), and Teacher-Led Large Group Guidance (TLLGG). CLLGG involved the school counselor assuming total responsibility for the LGG unit. CTCLGG involved counselors and teachers working together on the LGG unit. TLLGG involved teachers assuming responsibility for the LGG unit, including consultation with the school

counselor as needed. Topic of the guidance unit referred to a focus on academic, career, or personal/social development. Length of the guidance unit was defined as 1 or 4 total hours duration. Gender was defined as self-report of male or female. Years of professional experience referred to self-report of the total number of years working as a school counselor and as a classroom teacher. Professional work patterns referred to self-report of the overall percentage of work time spent per month conducting LGG activities, in addition to the percentage of work time spent per month conducting LGG activities alone, in collaboration with a teacher in the classroom, and the percentage of time teachers spend per month conducting LGG activities by themselves (following assistance from a school counselor). Competence to conduct LGG referred to school counselor's self-report on a scale of 1 (low) to 10 (high) of confidence and capability to present LGG units alone, in collaboration with a teacher in the classroom, or to provide assistance so that the respective teachers can conduct LGG by themselves. Number of school counselors in the school referred to self-report of the total number of full-time school counselors in the school. Size of school was defined as self-report of the total number of students enrolled in the school at which the respondent works. Percentage of students on free/reduced lunch referred to self-report of the total percentage of students on free and reduced lunch in the school.

The dependent variable investigated in this study was middle school counselors' preference ratings for delivery mode for three different models of LGG. Preference ratings referred to self-report on a scale of 1 (low) to 10 (high) of degree of preference for how specific LGG units should be delivered.

Population

The population for this study included professional, middle school counselors who were current members of the American School Counselor Association (ASCA). ASCA is a worldwide, nonprofit organization founded in 1952. ASCA provides professional development, publications and other resources, research, and advocacy to professional school counselors around the world. ASCA strives to provide professional school counselors with knowledge, skills, and resources that promote student success at school, at home, in the community and in the world (ASCA, 2003b).

ASCA has approximately 14,000 members. Membership is subdivided among four regions (i.e., Midwest, Southern, North Atlantic, and Western regions) and four school setting levels (i.e., Elementary, Middle/Jr. High, Secondary, and Post-Secondary/Supervisor). There are five types of membership in ASCA, including Professional, Retired, Student, Affiliate, and Allied. Requirements for professional membership include having a masters degree or higher in counseling or a related field and meeting one or more of the following criteria: be credentialed as a school counselor by state, district or territory of the United States; be employed as a school counselor or supervisor of school counselors; or be employed as a counselor educator in a graduate program that prepares school counselors (ASCA, 2003b). The specific population for this study included professional members of ASCA who were currently practicing school counselors in middle schools.

Sampling Procedures

The *2002–2003 ASCA Membership Directory & Resource Guide* is maintained online for member access and is also mailed to current members on CD-ROM. The

membership directory includes members not opposed to having their name listed in the directory. The membership directory used in this study was current to August 26, 2002. The following information was included in the member listings available on CD-ROM: name, city, state, zip code, telephone number, e-mail address, type of membership (e.g., professional, affiliate, student, or retired), and work setting (e.g., elementary, middle, secondary, post-secondary, K-12, supervisor, college/university, counselor educator, or other). For the purposes of this study, surveys were sent to those members having professional memberships, whose work setting was listed only as "middle," and who had an e-mail address included in their member listing. Nine hundred twenty-two middle school counselors listed in the membership directory met these criteria. Of these, 461 were randomly selected to participate in the study. Due to low initial response rates, surveys subsequently were sent to the remaining 461 school counselors meeting the selection criteria.

Research Procedures

A personal e-mail message (Appendix A) was sent individually to 461 middle school counselors randomly selected to participate in the study. The e-mail message explained the purpose of the study, gave an expected completion date, and included a direct link from the e-mail message to the Web-based survey for those who chose to participate. The first (Web) page of the survey was the informed consent (Appendix B) form. The informed consent form explained the rights of participants in the study, length of time to complete the survey, an expected completion date, and contact information for questions or concerns. Participants clicked a "Continue" button to indicate informed consent to participate and to proceed to the survey.

The Web-based survey included questions to solicit demographic information, six case vignettes (Appendix D) and response mechanisms. Demographic questions pertained to participants' gender, number of years of professional experience as a school counselor, number of years (if any) of previous experience as a classroom teacher, percentage of work time spent per month conducting LGG activities (alone, in collaboration with a teacher, and percentage of work time teachers spent per month conducting LGG activities by themselves), competence to conduct LGG activities (alone, in collaboration with a teacher, or to provide assistance so that teachers can conduct LGG by themselves), number of full-time school counselors in the school, size of school, and percentage of students on free/reduced lunch. The vignettes were developed to provide respondents with realistic, LGG units that are likely to be presented to middle school students. Two vignettes depicted academic development units, two depicted career development units, and two depicted personal/social development units. The two vignettes presented in each category contained identical content except that one unit was 1 hour in length and the other unit was 4 hours in length. The 4 hour units included additional experiential activities. Following each case vignette, participants were asked to indicate on a scale of 1 to 10, where 1 = low and 10 = high, their degree of preference for how the LGG unit should be delivered for each of the three delivery models (i.e., CLLGG, CTCLGG, or TLLGG).

Participants provided (selected) their responses to the survey items on their computer monitor using the left-click button of the mouse. Upon completion of the survey, participants were instructed to select the "Submit" button, at which time their data and responses were stored in a database accessible only by the researcher. After

participants clicked the “Submit” button, they immediately received an electronic thank you on the screen, along with information for obtaining the results of the study, if desired.

An e-mail reminder (Appendix C) was sent approximately two weeks following the initial e-mail message distribution. The reminder was sent in order to solicit a maximum number of completed surveys.

Due to a low initial response rate, surveys were later sent to the remaining 461 school counselors who met the initial selection criteria for inclusion in the study. Research procedures followed for this group were identical to those described above.

Response Rate

Of the initial 461 e-mail messages sent, 135 (29.3%) were returned as “undeliverable.” Of the 326 e-mail messages that were delivered, 64 counselors (19.6%) chose to participate in the study. A second set of e-mail messages were later sent to another group of 461 counselors, with 134 (29.1%) being returned as “undeliverable.” Of the 327 e-mail messages delivered, 57 counselors (17.4%) chose to participate in the study. Combining both sets, a total of 121 surveys were returned. Of these, four participants returned incomplete surveys that were not used for the data analyses (incomplete surveys included those without responses to 4 or more items). After exclusions, 117 total surveys (17.9% of those delivered) remained eligible for inclusion in the study.

Of the total respondents, 15.4% were male and 84.6% were female. The average number of years of professional experience as a school counselor was 10.86. The average number of years of previous experience as a classroom teacher was 6.03. On average, participants spent about 15.64% of their work time per month conducting LGG. An

average of 14.00% of time was spent per month conducting LGG alone, and 4.66% of time was spent per month conducting LGG in collaboration with a teacher in the classroom. Teachers spent an average of 5.29% of their time conducting LGG by themselves. The average score from 1 to 10 (where 1 = low and 10 = high) for competence to conduct LGG alone was 9.11, competence to conduct LGG in collaboration with a teacher in the classroom was 9.20, and competence to help teachers conduct LGG by themselves was 8.24. The average number of full-time school counselors in the school was 2.47. The average number of students in the school was 780.23. On average, 30.27% of students in the schools were on free/reduced lunch.

Data Analyses

An alpha level of .05 was used as the criterion for statistical significance for all data analyses.

H₀₁: A factorial analysis of variance (ANOVA) was used to determine if there were statistically significant differences in mean preference ratings or significant interaction effects. A *post hoc*, multiple comparison (Least Significant Difference method) was used to clarify the pattern of significant differences among the means for statistically significant F values.

H₀₂: A Pearson correlation analysis was used for Ho2 and its sub hypotheses to determine the relationship between preference ratings and years of professional experience.

H₀₃: A Pearson correlation analysis was used for Ho3 and its sub hypotheses to determine the relationship among preference ratings and professional work patterns.

H₀₄: A Pearson correlation analysis was used for Ho4 and its sub hypotheses to determine the relationship between preference ratings and self-rated competence in conducting LGG.

H₀₅: A Pearson correlation analysis was used for Ho5 and its sub hypotheses to determine the relationship between preference ratings and number of full-time school counselors in the school.

H₀₆: A Pearson correlation analysis was used for Ho6 and its sub hypotheses to determine the relationship between preference ratings and size of the school.

H₀₇: A Pearson correlation analysis was used for Ho7 and its sub hypotheses to determine the relationship between preference ratings and percentage of students on free/reduced lunch.

Methodological Limitations

Although case vignettes have been used successfully to simulate real work activities with teachers, counselors, psychologists, and child welfare professionals (Adams & Betz, 1993; Britner & Mossler, 2002; Clark, 1997; Davidson & Range, 1997, 2000; Ford et al., 2001; Kenny, 2001; Quarto, 1999; Soodak et al., 1998) among others, there are limitations in their use. One is that the scenarios must be ones with which the respondents can readily identify. Care was taken in this study to include scenarios that were published in large-group guidance resource books available for school counselors (e.g., Wittmer & Thompson, 2000; Wittmer, Thompson, & Loesch, 2000). Thus, the scenarios presented large group guidance units that were used “commonly” in the schools, and therefore ones with which respondents should be familiar.

Isaac and Michael (1995) identified low response rates, errors in item completion, and no assurance that the questions were understood as limitations with survey methodology. To increase response rates, a cover letter message and follow-up reminders were sent (Dillman, 1978, as cited in Nelson, 1996). To reduce errors in item completion and to assure items were understood, care was taken in the development of the survey questions and items. In particular, the recommendations of de Vaus (1986) were followed, such as keeping questions short and simple, making sure questions are unambiguous, tapping knowledge the respondent has (rather than asking for information about something unfamiliar), and asking questions that would be understood similarly across respondents (as cited in Nelson, 1996).

Web-based surveys are limited to those with access to computers and who feel comfortable using computers. Problems also may occur due to variations in computer software. Another limitation is that e-mail is often purged, and respondents may forget to complete the survey. In addition, Web-based surveys often result in more incomplete submissions or skipped items (Church, 2001; Schmidt, 1997). In this study, surveys were sent only to those ASCA members providing e-mail addresses with the hope that participants had access to computers and were relatively comfortable using computers. Care also was taken to ensure the survey worked with a variety of types of computer software. Follow-up reminders were sent to avoid problems with purged e-mail or forgotten surveys. Church recommended using a shorter survey to avoid incomplete submissions or skipped items; the survey used in this study consisted of 31 items.

Summary

Chapter 3 described the methodology used to conduct this study, including a description of relevant variables, population, sampling procedures, research procedures, response rate, data analyses, and methodological limitations. Results are reported in Chapter 4.

CHAPTER 4

RESULTS

The purpose of this study was to examine middle school counselors' preferences for three different models of large group guidance (LGG) delivery: Counselor-Led Large Group Guidance (CLLGG), Counselor-Teacher Collaboration Large Group Guidance (CTCLGG), and Teacher-Led Large Group Guidance (TLLGG). This study specifically examined how variations in topic of the guidance unit, length of the guidance unit and gender of research participants were associated with counselor preferences. In addition, relationships among counselor preferences for the respective models and years of professional experience, professional work patterns, competence to conduct LGG, number of school counselors in the school, size of the school, and percentage of students on free/reduced lunch were investigated.

The counselors selected for participation in this study included professional, middle school counselors who were current members of the American School Counselor Association (ASCA). A personal e-mail message was sent individually to a total of 922 middle school counselors inviting them to participate in the Web-based survey. Of the 922 e-mail messages sent, 121 counselors chose to participate in the study. Four participants returned incomplete surveys that were not used in the final analysis (incomplete surveys included those without responses to four or more items). After exclusions, 117 surveys (17.9% of those delivered) remained eligible for inclusion in the data analyses.

In this chapter, the data analyses and results are discussed and descriptive data are provided for evaluation of the research hypotheses posed for this study.

Descriptive Data of the Research Variables

Tables 1 and 2 provide descriptive statistics on the categorical and continuous variables examined in this study. Missing data were accounted for by entry of item means of responses for the non-missing item data.

Table 1. Descriptive Data for Categorical Variables

| Gender | Total n (%) |
|--------|-------------|
| Male | 18 (15.4 %) |
| Female | 99 (84.6 %) |

The gender composition of participants was 18 (15.4%) male, and 99 (84.6%) female as shown in Table 1. Female school counselors were dominant in this sample.

The number of years of professional experience as a school counselor was a rating from 1 year through 35+ years. As shown in Table 2, the mean number of years of professional experience as a school counselor was 10.86, with a standard deviation of 7.44. Number of years of previous experience as a classroom teacher was a rating from 0 years through 35+ years. The mean number of years of previous experience as a classroom teacher was 6.03, with a standard deviation of 6.65. The mean percentage of work time spent per month conducting LGG was 15.64, with a standard deviation of 12.16. The mean percentage of work time spent per month conducting LGG alone was 14.00, with a standard deviation of 17.69. The mean percentage of work time spent per month conducting LGG in collaboration with a teacher in the classroom was 4.66, with a standard deviation of 8.78. The mean percentage of work time teachers spend per month conducting LGG by themselves was 5.29, with a standard deviation of 13.57. Competence to conduct LGG alone was a self-rating from 1 to 10 (where 1 = low and 10

= high). The mean self-rated competence to conduct LGG alone was 9.11, with a standard deviation of 1.14. Competence to conduct LGG in collaboration with a teacher in the classroom was a rating from 1 to 10 (where 1 = low and 10 = high). The mean

Table 2. Descriptive Data on Continuous Variables

| Factor | N | M | SD |
|---|-----|--------|--------|
| Number of years of professional experience as a school counselor | 117 | 10.86 | 7.44 |
| Number of years of previous experience as a classroom teacher | 117 | 6.03 | 6.65 |
| Percentage of work time spent per month conducting LGG | 116 | 15.64 | 12.16 |
| Percentage of work time spent per month conducting LGG alone | 116 | 14.00 | 17.69 |
| Percentage of work time spent per month conducting LGG in collaboration with a teacher in the classroom | 116 | 4.66 | 8.78 |
| Percentage of work time teachers spend per month conducting LGG by themselves | 106 | 5.29 | 13.57 |
| Competence to conduct LGG alone | 116 | 9.11 | 1.14 |
| Competence to conduct LGG in collaboration with a teacher in the classroom | 115 | 9.20 | 1.15 |
| Competence to help teachers conduct LGG by themselves | 115 | 8.24 | 1.76 |
| Total number of full-time school counselors in the school | 117 | 2.47 | 5.90 |
| Total number of students in the school | 117 | 780.23 | 355.33 |
| Percentage of students on free/reduced lunch | 107 | 30.27 | 25.14 |

Note. LGG = Large Group Guidance.

competence to conduct LGG in collaboration with a teacher in the classroom was 9.20, with a standard deviation of 1.15. Competence to help teachers conduct LGG by themselves was also a rating from 1 to 10 (where 1 = low and 10 = high). The mean self-rated competence to help teachers conduct LGG by themselves was 8.24, with a standard deviation of 1.76. The mean total number of full-time school counselors in the school was 2.47, with a standard deviation of 5.90. The mean total number of students in the school

was 780.23, with a standard deviation of 355.33. The mean percentage of students in the school on free/reduced lunch was 30.27, with a standard deviation of 25.14.

Results of Hypothesis Testing

The analyses of data for this study were accomplished through the use of the Statistical Program for Social Sciences (SPSS). A factorial analysis of variance (ANOVA) was used to determine if there were statistically significant differences in mean preference ratings or significant interaction effects. The Least Significant Difference Method was used as the *post hoc* follow-up procedure. Pearson correlation analyses were applied to Ho2 through Ho7 to determine the relationships among preference ratings and years of professional experience, professional work patterns, self-rated competence in conducting LGG, number of full-time school counselors in the school, size of the school, and percentage of students on free/reduced lunch.

For purposes of determining levels of statistical significance, the Type I error rate of .05 was used (Anastasi & Urbina, 1997). A decision to reject the specific null hypothesis was based on this predetermined attained significance level. Source data were rounded to the nearest ten-thousandth.

Hypothesis 1

Ho1: There is no difference in preference ratings based on LGG delivery model, topic, or length, or respondent gender.

A one-way, within-subjects ANOVA was used to test Hypothesis 1. As shown in Table 3, the highest mean was for CTCLGG (7.97), followed by CLLGG (7.45) and TLLGG (6.16). The standard deviations ranged from 0.15 to 0.16.

The test of sphericity immediately precedes the set of within-subjects tests. The chi-square approximation for this test was 8.38, with 2 degrees of freedom and an

associated probability of less than 0.05. Because this was less than the alpha level of 0.05, the data did not meet the sphericity assumption.

Table 3. Means and Standard Deviations for Preference Ratings of LGG Models

| Model | N | M | SD |
|--------|-----|------|------|
| CLLGG | 111 | 7.45 | 0.15 |
| CTCLGG | 111 | 7.97 | 0.15 |
| TLLGG | 111 | 6.16 | 0.16 |
| Total | 111 | 7.19 | 2.09 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

Table 4 shows the separate multivariate test statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root). The hypothesis and error degrees of freedom for the multivariate statistics were 2 and 109. These multivariate statistics were converted to an F value, which was 40.59. Since the F ratio for this hypothesis was large [$F(2, 109) = 40.59, p = .00$], H_{01} was rejected.

Table 4. Multivariate Analysis Results for Preference Ratings of LGG Delivery Models

| Effect | Value | F | Hypothesis | | |
|--------------------|-------|-------|------------|----------|------|
| | | | df | Error df | p |
| Pillai's Trace | 0.42 | 40.59 | 2 | 109 | 0.00 |
| Wilks' Lambda | 0.57 | 40.59 | 2 | 109 | 0.00 |
| Hotelling's Trace | 0.74 | 40.59 | 2 | 109 | 0.00 |
| Roy's Largest Root | 0.74 | 40.59 | 2 | 109 | 0.00 |

The Least Significant Difference method was used as the *post hoc* follow-up procedure to maintain the family-wise Type I error at $\alpha_{fw} = .05$. As shown in Table 5, the difference of preference score between CLLGG and CTCLGG in LGG delivery models was statistically significant ($p < .01$). The difference in preference means between CLLGG and TLLGG in LGG delivery models was also statistically significant ($p = .00$), as was the difference in preference means between CTCLGG and TLLGG in LGG delivery models.

Table 5. Pairwise Comparison among LGG Delivery Models

| (I) Model | (J) Model | Mean Difference | SE | p |
|-----------|-----------|-----------------|-------|------|
| CLLGG | CTCLGG | -.52 | 0.169 | 0.01 |
| | TLLGG | 1.28 | 0.215 | 0.00 |
| CTCLGG | CLLGG | .52 | 0.169 | 0.01 |
| | TLLGG | 1.80 | 0.200 | 0.00 |
| TLLGG | CLLGG | -1.28 | 0.215 | 0.00 |
| | CTCLGG | -1.80 | 0.200 | 0.00 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

H_{01a}: There is no interaction effect among preference ratings between LGG delivery model and topic of LGG unit.

A two-way, within-subjects ANOVA analysis was used to test H_{01a}. The test of sphericity chi-square approximation for this test was 161.50, with 9 degrees of freedom and an associated probability of less than 0.05. Because this is less than the alpha level of 0.05, the data did not meet the sphericity assumption.

Table 6. Means and Standard Deviations for Preference Ratings of LGG Delivery Model and LGG Topic

| Model | Topic | N | M | SD |
|--------|-----------------|-----|------|------|
| CLLGG | Academic | 111 | 5.90 | 2.44 |
| CLLGG | Career | 111 | 7.90 | 2.08 |
| CLLGG | Personal/Social | 111 | 8.55 | 1.57 |
| CTCLGG | Academic | 111 | 7.57 | 2.27 |
| CTCLGG | Career | 111 | 8.15 | 1.69 |
| CTCLGG | Personal/Social | 111 | 8.18 | 1.73 |
| TLLGG | Academic | 111 | 7.23 | 2.14 |
| TLLGG | Career | 111 | 5.82 | 2.36 |
| TLLGG | Personal/Social | 111 | 5.44 | 2.55 |
| Total | | 111 | 7.19 | 2.09 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

Table 7 shows separate multivariate test statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root). The hypothesis and error degrees of freedom

for the multivariate statistics were 4 and 107. These multivariate statistics were converted to an F value, which was 29.45. Because the F ratio for this hypothesis was very large [$F(4, 107) = 29.45, p = .00$], H_{01a} was rejected.

Table 7. Multivariate Analysis Results for Preference Ratings of LGG Delivery Model and LGG Topic

| | | | | Hypothesis | | |
|-------|--------------------|-------|-------|------------|----------|------|
| | Interaction Effect | Value | F | df | Error df | p |
| Model | Pillai's Trace | 0.52 | 29.45 | 4 | 107 | 0.00 |
| | Wilks' Lambda | 0.47 | 29.45 | 4 | 107 | 0.00 |
| Topic | Hotelling's Trace | 1.10 | 29.45 | 4 | 107 | 0.00 |
| | Roy's Largest Root | 1.10 | 29.45 | 4 | 107 | 0.00 |

As shown in Figure 1 and Table 6, for an academic topic, CTCLGG had the highest mean (7.57), followed by TLLGG (7.23) and CLLGG (5.90). For a career topic, CTCLGG again had the highest mean (8.15), followed by CLLGG (7.90) and TLLGG (5.80). For a personal topic, CTCLGG again had the highest mean (8.15), followed by CLLGG (8.40) and TLLGG (5.40).

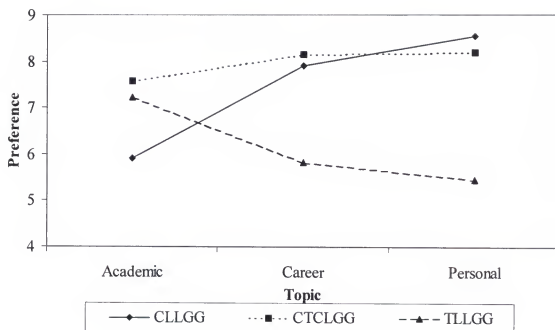


Figure 1. Interaction of LGG Delivery Model vs. LGG Topic. Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

(5.82). For a personal/social topic, CLLGG had the highest mean (8.55) followed by CTCLGG (8.18) and TLLGG (5.44).

H_{01b}: There is no interaction effect among preference ratings between LGG delivery model and length of LGG unit type.

A two-way, within-subjects ANOVA was used to test H_{01b}. The test of sphericity chi-square approximation for this test was 9.54, with 2 degrees of freedom and an associated probability of less than 0.05. Because this was less than the alpha level of 0.05, the data did not meet the sphericity assumption.

Table 8. Means and Standard Deviations for Preference Ratings of LGG Delivery Model and LGG Length

| Model | Length (h) | N | M | SD |
|--------|------------|-----|------|------|
| CLLGG | 1 | 111 | 7.50 | 1.62 |
| CLLGG | 4 | 111 | 7.40 | 1.86 |
| CTCLGG | 1 | 111 | 7.80 | 1.82 |
| CTCLGG | 4 | 111 | 8.14 | 1.58 |
| TLLGG | 1 | 111 | 6.05 | 1.80 |
| TLLGG | 4 | 111 | 6.28 | 1.92 |
| Total | | 111 | 7.19 | 2.09 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

Table 9 shows separate multivariate test statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root). The hypothesis and error degrees of freedom for the multivariate statistics were 2 and 109. These multivariate statistics were converted

Table 9. Multivariate Analysis Results for Preference Ratings of LGG Delivery Model and LGG Length

| Interaction Effect | | Value | F | Hypothesis df | Error df | p |
|--------------------|--------------------|-------|------|---------------|----------|------|
| Model | Pillai's Trace | 0.07 | 4.14 | 2 | 109 | 0.02 |
| | Wilks' Lambda | 0.92 | 4.14 | 2 | 109 | 0.02 |
| Length | Hotelling's Trace | 0.07 | 4.14 | 2 | 109 | 0.02 |
| | Roy's Largest Root | 0.07 | 4.14 | 2 | 109 | 0.02 |

to an F value, which was 4.14. Because the F ratio for this hypothesis was large [$F(2, 109) = 4.14, p = .02$], H_{01b} was rejected.

As shown in Figure 2 and Table 8, for a one hour LGG length, CTCLGG had the highest mean (7.80), followed by CLLGG (7.50) and TLLGG (6.05). For a four hour LGG length, CTCLGG again had the highest mean (8.14), followed by CLLGG (7.40) and TLLGG (6.28).

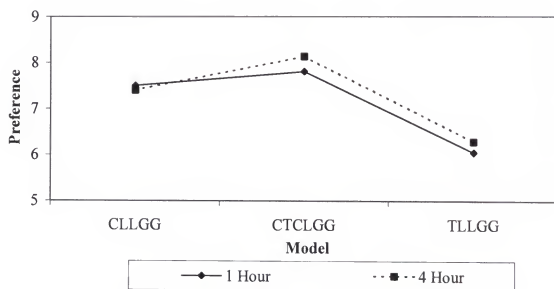


Figure 2. Interaction of LGG Delivery Model vs. LGG Length. Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

H_{01c} : There is no interaction effect among preference ratings between LGG delivery model and respondent gender.

A split plot analysis was used to test H_{01c} . The test of sphericity chi-square approximation for this test was 7.71, with 2 degrees of freedom and an associated probability of less than 0.05. Because this was less than the alpha level of 0.05, the data did not meet the sphericity assumption.

As shown in Table 10, for male respondents, CTCLGG had the highest mean (7.94), followed by CLLGG (7.41) and TLLGG (5.39). For female respondents, CTCLGG also had the highest mean (7.97), followed by CLLGG (7.45) and TLLGG (6.29).

Table 10. Means and Standard Deviations for Preference Ratings of LGG Delivery Model and Gender

| Model | Gender | N | M | SD |
|--------|--------|-----|------|------|
| CLLGG | Male | 16 | 7.41 | 1.86 |
| CLLGG | Female | 95 | 7.45 | 1.58 |
| CTCLGG | Male | 16 | 7.94 | 1.29 |
| CTCLGG | Female | 95 | 7.97 | 1.64 |
| TLLGG | Male | 16 | 5.39 | 1.97 |
| TLLGG | Female | 95 | 6.29 | 1.70 |
| Total | | 111 | 7.19 | 2.09 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

Table 11 shows separate multivariate test statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root). The hypothesis and error degrees of freedom for the multivariate statistics were 2 and 108. These multivariate statistics were converted to an F value, which was 1.30. Because the F ratio for this hypothesis was large [$F(2, 108) = 1.30, p = .27$], H_{01c} was not rejected.

Table 11. Multivariate Analysis Results for Preference Ratings by LGG Delivery Model and Gender

| Interaction Effect | | Value | F | Hypothesis df | Error df | p |
|--------------------|--------------------|-------|------|---------------|----------|------|
| Model | Pillai's Trace | 0.02 | 1.30 | 2 | 108 | 0.27 |
| | Wilks' Lambda | 0.98 | 1.30 | 2 | 108 | 0.27 |
| Gender | Hotelling's Trace | 0.02 | 1.30 | 2 | 108 | 0.27 |
| | Roy's Largest Root | 0.02 | 1.30 | 2 | 108 | 0.27 |

Hypothesis 2

H₀₂: There is no relationship between preference ratings for LGG delivery model and years of professional experience.

- Ho2a:** There is no relationship between preference ratings for CLLGG and years of professional experience as a school counselor.
- Ho2b:** There is no relationship between preference ratings for CTCLGG and years of professional experience as a school counselor.
- Ho2c:** There is no relationship between preference ratings for TLLGG and years of professional experience as a school counselor.
- Ho2d:** There is no relationship between preference ratings for CLLGG and years of professional experience as a classroom teacher.
- Ho2e:** There is no relationship between preference ratings for CTCLGG and years of professional experience as a classroom teacher.
- Ho2f:** There is no relationship between preference ratings for TLLGG and years of professional experience as a classroom teacher.

Intercorrelations among the variables of LGG delivery model and years of professional experiences were computed (Table 12) using the Pearson product-moment correlation calculation.

Table 12. Intercorrelations of Preference Ratings for LGG Delivery Model and the School Counselor’s Years of Professional Experience

| Years of Experience | Model | | | |
|--|-----------|-------|--------|-------|
| | Total LGG | CLLGG | CTCLGG | TLLGG |
| Number of years of professional experience as a school counselor | -0.07 | 0.01 | -0.12 | 0.05 |
| Number of years of previous experience as a classroom teacher | 0.13 | 0.06 | 0.15 | 0.08 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

*p<.05 **p<.01.

No statistically significant correlations among preference ratings for LGG delivery model and number of years of professional experience as a school counselor/classroom teacher were found. Therefore, H₀₂ was not rejected.

No statistically significant correlations were found among preference ratings for CLLGG, CTCLGG, and TLLGG and number of years of professional experience as a school counselor. Therefore, H_{02a} , H_{02b} , and H_{02c} were not rejected.

The results of testing also yielded no statistically significant correlations among preference ratings for CLLGG, CTCLGG, and TLLGG and number of years of previous experience as a classroom teacher. Therefore, H_{02d} , H_{02e} , and H_{02f} were not rejected.

Hypothesis 3

H_{03} : There is no relationship between preference ratings for LGG delivery model and professional work patterns.

H_{03a-1} : There is no relationship between preference ratings for CLLGG and percentage of time conducting LGG alone.

H_{03a-2} : There is no relationship between preference ratings for CLLGG and percentage of time conducting LGG in collaboration with a teacher.

H_{03a-3} : There is no relationship between preference ratings for CLLGG and percentage of time teachers spend conducting LGG by themselves.

H_{03b-1} : There is no relationship between preference ratings for CTCLGG and percentage of time conducting LGG alone.

H_{03b-2} : There is no relationship between preference ratings for CTCLGG and percentage of time conducting LGG in collaboration with a teacher.

H_{03b-3} : There is no relationship between preference ratings for CTCLGG and percentage of time teachers spend conducting LGG by themselves.

H_{03c-1} : There is no relationship between preference ratings for TLLGG and percentage of time conducting LGG alone.

H_{03c-2} : There is no relationship between preference ratings for TLLGG and percentage of time conducting LGG in collaboration with a teacher.

H_{03c-3} : There is no relationship between preference ratings for TLLGG and percentage of time teachers spend conducting LGG by themselves.

Intercorrelations among the variables of LGG delivery model and professional work patterns were computed (Table 13) using the Pearson product-moment correlation calculation. The results of testing yielded no statistically significant correlations between preference ratings for LGG delivery model and professional work patterns. Therefore, H_{03} was not rejected.

Table 13. Intercorrelations of Preference Ratings for LGG Delivery Model and Professional Work Patterns

| Work Patterns | Model | | | |
|--|-----------|-------|--------|-------|
| | Total LGG | CLLGG | CTCLGG | TLLGG |
| Total percentage of work time spent per month conducting LGG | 0.10 | 0.11 | 0.18 | -0.06 |
| Percentage of work time spent per month conducting LGG alone | -0.20 | 0.11 | -0.03 | -0.10 |
| Percentage of work time spent per month conducting LGG in collaboration with a teacher | 0.07 | -0.01 | 0.24* | -0.07 |
| Percentage of work time teachers spend per month conducting LGG by themselves | 0.05 | -0.05 | 0.09 | 0.04 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

* $p < .05$ ** $p < .01$.

No statistically significant correlations were found among preference ratings for CLLGG and percentage of time conducting LGG alone, percentage of time conducting LGG in collaboration with a teacher, and percentage of time teachers spend conducting LGG by themselves. Therefore, H_{03a-1} , H_{03a-2} , and H_{03a-3} were not rejected.

No statistically significant correlations were found among preference ratings for CTCLGG and percentage of time conducting LGG alone or percentage of time teachers spend conducting LGG by themselves. Therefore, H_{03b-1} and H_{03b-3} were not rejected.

A statistically significant, positive correlation was found between preference ratings for CTCLGG and percentage of time conducting LGG in collaboration with a teacher. Therefore, H_{03b-2} was rejected.

Results of testing yielded no statistically significant correlations among preference ratings for TLLGG and percentage of time conducting LGG alone, percentage of time conducting LGG in collaboration with a teacher, and percentage of time teachers spend conducting LGG by themselves. Therefore, H_{03c-1} , H_{03c-2} , and H_{03c-3} were not rejected.

Hypothesis 4

H₀₄: There is no relationship between preference ratings for LGG delivery model and self-rated competence to conduct LGG.

Ho_{4a-1}: There is no relationship between preference ratings for CLLGG and self-rated competence to conduct LGG alone.

Ho_{4a-2}: There is no relationship between preference ratings for CLLGG and self-rated competence to conduct LGG in collaboration with a teacher.

Ho_{4a-3}: There is no relationship between preference ratings for CLLGG and self-rated competence to help teachers conduct LGG by themselves.

Ho_{4b-1}: There is no relationship between preference ratings for CTCLGG and self-rated competence to conduct LGG alone.

Ho_{4b-2}: There is no relationship between preference ratings for CTCLGG and self-rated competence to conduct LGG in collaboration with a teacher.

Ho_{4b-3}: There is no relationship between preference ratings for CTCLGG and self-rated competence to help teachers conduct LGG by themselves.

Ho_{4c-1}: There is no relationship between preference ratings for TLLGG and self-rated competence to conduct LGG alone.

Ho4c-2: There is no relationship between preference ratings for TLLGG and self-rated competence to conduct LGG in collaboration with a teacher.

Ho4c-3: There is no relationship between preference ratings for TLLGG and self-rated competence to help teachers conduct LGG by themselves.

Intercorrelations among the variables of LGG delivery model and competence to conduct large group guidance were computed (Table 14) using the Pearson product-moment correlation calculation.

Table 14. Intercorrelations of Preference Ratings for LGG Delivery Model and Competence to Conduct LGG

| Competence | Model | | | |
|---|-----------|-------|--------|-------|
| | Total LGG | CLLGG | CTCLGG | TLLGG |
| Total competence | 0.11 | 0.05 | 0.03 | 0.16 |
| Competence to conduct LGG alone | 0.05 | 0.05 | -0.01 | 0.10 |
| Competence to conduct LGG in collaboration with a teacher | 0.03 | -0.05 | 0.01 | 0.11 |
| Competence to help teachers conduct LGG by themselves | 0.14 | 0.08 | 0.05 | 0.16 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

*p<.05 **p<.01.

The results of testing yielded no statistically significant correlations between preference ratings for LGG delivery model and self-rated competence to conduct LGG. Therefore, H₀4 was not rejected.

No statistically significant correlations were found among preference ratings for CLLGG and competence to conduct LGG alone, competence to conduct LGG in collaboration with a teacher, or competence to help teachers conduct LGG by themselves. Therefore, H₀4a-1, H₀4a-2, and H₀4a-3 were not rejected.

No statistically significant correlations were found among preference ratings for CTCLGG and competence to conduct LGG alone, competence to conduct LGG in

collaboration with a teacher, or competence to help teachers conduct LGG by themselves. Therefore, H₀4b-1, H₀4b-2, and H₀4b-3 were not rejected.

Results of testing yielded no statistically significant correlations among preference ratings for TLLGG and self-rated competence to conduct LGG alone, competence to conduct LGG in collaboration with a teacher, or competence to help teachers conduct LGG by themselves. Therefore, H₀4c-1, H₀4c-2, and H₀4c-3 were not rejected.

Hypothesis 5

H₀5: There is no relationship between preference ratings for LGG delivery model and number of full-time school counselors in the school.

H₀5a: There is no relationship between preference ratings for CLLGG and number of full-time school counselors in the school.

H₀5b: There is no relationship between preference ratings for CTCLGG and number of full-time school counselors in the school.

H₀5c: There is no relationship between preference ratings for TLLGG and number of full-time school counselors in the school.

Intercorrelations among the variables of LGG delivery model and number of full-time school counselors in the school were computed (Table 15) using the Pearson product-moment correlation calculation.

Table 15. Intercorrelations of Preference Ratings for LGG Delivery Model and Number of School Counselors

| | Model | | | |
|---|-----------|-------|--------|-------|
| | Total LGG | CLLGG | CTCLGG | TLLGG |
| Total number of full-time school counselors in the school | -0.02 | -0.01 | -0.01 | -0.02 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

*p<.05 **p<.01.

The results of testing yielded no statistically significant correlations between preference ratings for LGG delivery model and number of full-time school counselors in the school. Therefore, H_{05} was not rejected.

No statistically significant correlations were found among preference ratings for CLLGG, CTCLGG, and TLLGG and number of full-time school counselors in the school. Therefore, H_{05a} , H_{05b} , and H_{05c} were not rejected.

Hypothesis 6

H₀₆: There is no relationship between preference ratings for LGG delivery model and size of the school.

Ho6a: There is no relationship between preference ratings for CLLGG and size of the school.

Ho6b: There is no relationship between preference ratings for CTCLGG and size of the school.

Ho6c: There is no relationship between preference ratings for TLLGG and size of the school.

Intercorrelations among the variables of LGG delivery model and size of school were computed (Table 16) using the Pearson product-moment correlation calculation.

Table 16. Intercorrelations of Preference Ratings for LGG Delivery Model and Size of School

| | Model | | | |
|--|-----------|-------|--------|-------|
| | Total LGG | CLLGG | CTCLGG | TLLGG |
| Total number of students in the school | -0.09 | -0.08 | -0.09 | 0.01 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

* $p < .05$ ** $p < .01$.

The results of testing yielded no statistically significant correlations between preference ratings for LGG delivery model and size of school. Therefore, H_{06} was not rejected.

No statistically significant correlations were found among preference ratings for CLLGG, CTCLGG, and TLLGG and size of school. Therefore, H₀6a, H₀6b, and H₀6c were not rejected.

Hypothesis 7

H₀7: There is no relationship between preference ratings for LGG delivery model and percentage of students in the school on free/reduced lunch.

H₀7a: There is no relationship between preference ratings for CLLGG and percentage of students in the school on free/reduced lunch.

H₀7b: There is no relationship between preference ratings for CTCLGG and percentage of students in the school on free/reduced lunch.

H₀7c: There is no relationship between preference ratings for TLLGG and percentage of students in the school on free/reduced lunch.

Intercorrelations among the variables of LGG delivery model and percentage of students in the school on free/reduced lunch were computed (Table 17) using the Pearson product-moment correlation calculation.

Table 17. Intercorrelations of Preference Ratings for LGG Delivery Model and Free/Reduced Lunch

| | Model | | | |
|--|-----------|-------|--------|-------|
| | Total LGG | CLLGG | CTCLGG | TLLGG |
| Percentage of students on free/reduced lunch | -0.10 | -0.18 | 0.01 | -0.02 |

Note. LGG = Large Group Guidance, CLLGG = Counselor Led Large Group Guidance, CTCLGG = Counselor Teacher Collaboration Large Group Guidance, TLLGG = Teacher Led Large Group Guidance.

*p<.05 **p<.01.

The results of testing yielded no statistically significant correlations between preference ratings for LGG delivery model and percentage of students in the school on free/reduced lunch. Therefore, H₀7 was not rejected.

No statistically significant correlations were found among preference ratings for CLLGG, CTCLGG, and TLLGG and percentage of students in the school on free/reduced lunch. Therefore, H_{O7a} , H_{O7b} , and H_{O7c} were not rejected.

CHAPTER 5 DISCUSSION

The purpose of this study was to determine middle school counselors' preferences for Counselor-Led Large Group Guidance (CLLGG), Counselor-Teacher Collaboration Large Group Guidance (CTCLGG), and Teacher-Led Large Group Guidance (TLLGG) delivery models. Variations based on topic of the guidance unit, length of the guidance unit and gender of research participants were investigated to determine how these factors were associated with counselor preferences. The relationships among counselor preferences for the respective models and years of professional experience, professional work patterns, competence to conduct large group guidance (LGG), number of school counselors in the school, size of the school, and percentage of students on free/reduced lunch were also determined. This chapter contains a discussion of the limitations of the study, evaluation of the hypotheses, conclusions, implications, and recommendations.

Limitations

The purpose of this study was to gather information from middle school counselors in order to examine preferences for LGG delivery models. The sample, however, may not be representative of all middle school counselors. The population for this study was drawn from the American School Counselor Association's (ASCA) *2002–2003 Membership Directory & Resource Guide*. It is likely that school counselors who choose to join ASCA are different from those who do not choose to join. In addition, some ASCA members may have chosen not to be included in the membership directory

or did not include an e-mail address with their membership information. Therefore, while this study provides information about middle school counselors' preferences for different LGG delivery models, the results cannot be generalized to middle school counselors who are not members of ASCA, to ASCA members not included in the membership directory, or to ASCA members who did not provide an e-mail address. In addition, the sample is somewhat smaller than desired. Of the 653 e-mail messages delivered, 121 middle school counselors chose to participate in the study and returned surveys. After exclusions, 117 total surveys (17.9% of those delivered) remained eligible for inclusion in the study. Therefore, the results of this study cannot be generalized to those individuals who received the survey, but chose not to respond.

Evaluation of Hypotheses

Hypothesis One was related to differences in school counselors' preferences based on LGG delivery model, topic, length, or respondent gender. In regard to the model used, there was a statistically significant difference. The responding middle school counselors showed that they preferred the CTCLGG model over the CLLGG and the TLLGG models. This finding suggests that although all three models have been presented and recommended in one form or another in the counseling literature for the delivery of LGG (Cuthbert, 2000; Gysbers & Henderson, 2000, 2001; Hall & Rueth, 1999; Myrick, 1997; Schmidt, 2003; Thompson, 2002; VanZandt & Hayslip, 2001), these school counselors preferred to implement LGG in collaboration with a teacher (CTCLGG) as opposed to presenting the units by themselves or having teachers present the units by themselves.

There also was a significant interaction between preferences for LGG delivery model and topic. School counselors tended to prefer the CTCLGG model for both academic and career topics. For personal/social topics, school counselors tended to prefer the CLLGG model. Academic, career, and personal/social as LGG topics are all supported in the literature (ASCA, 2003a; Gysbers & Henderson, 2001; Myrick, 1997; Paisley, 2001; Paisley & McMahon, 2001; Schmidt, 2003; Thompson, 2002; Wittmer, 2000). However, the findings from this study suggested that these school counselors had differential preferences among them in regard to how each is implemented.

There also was a significant interaction between preferences for LGG model and length of the LGG unit. The responding school counselors preferred the CTCLGG delivery model for the 1 hour and 4 hour unit lengths, but did not show differential preferences for the other models. One and four hour LGG units have both been used successfully in working with students (Calsyn et al., 1980; Hayes, 1996; Wilson, 1986). This finding suggests that these school counselors preferred to implement both long and short LGG units in collaboration with a teacher (CTCLGG), but did not have clear preferences among other LGG models and unit lengths.

Finally, it was found that there were no differences in LGG model preferences based on gender. This finding is consistent with a number of studies that have shown no significance in regard to school counselor gender (Kush, 1997; Moracco et al., 1984; Mustaine & Pappalardo, 1996; Wiggins et al., 1990), but is contrary to studies in which gender was found to be a significant factor (Constantine & Yeh, 2001; Harris, 2002).

Hypothesis Two was related to the relationship between school counselors' preferences for LGG delivery model and their years of professional experience as a

school counselor and/or as a classroom teacher. It was found that there were no statistically significant relationships between overall preferences for LGG delivery model and years of professional experience as a school counselor and/or as a classroom teacher.

In regard to school counseling experience specifically, no statistically significant relationship was found between preference ratings for CLLGG, CTCLGG, and TLLGG and number of years of professional experience as a school counselor. This finding suggests that for these school counselors, experience (or the lack thereof) did not affect their preference for LGG delivery model. These findings are consistent with a number of studies that have not shown differences in regard to years of professional experience as a school counselor (Hermanin, 2002; Holcomb-McCoy et al., 2002; Moracco et al., 1984; Mustaine & Pappalardo, 1996; Wiggins et al., 1990).

It also was found that there was no statistically significant relationship between preference ratings for CLLGG, CTCLGG, and TLLGG and number of years of previous experience as a classroom teacher. This finding suggests that for these school counselors, experience (or the lack thereof), had no relationship to their preference for LGG delivery model. This finding supports the findings of Olson and Allen (1993) who also found no significant difference between school counselors with teaching versus those with no teaching background in regard to effectiveness of their classroom guidance skills.

Hypothesis Three was related to relationship between school counselors' preferences for the three LGG delivery models and professional work patterns. No statistically significant relationships were found between preferences for LGG delivery model and percentage of time conducting LGG activities.

In regard to the CLLGG model specifically, no statistically significant relationship was found between preference ratings for CLLGG and percentage of time counselors spent conducting LGG alone, in collaboration with a teacher, and percentage of time teachers spend conducting LGG by themselves.

In regard to the CTCLGG model specifically, it was also found that there was no statistically significant relationship between preferences for the CTCLGG model and percentage of time counselors spend conducting LGG alone, or percentage of time teachers spend conducting LGG by themselves. However, a statistically significant, positive relationship was found between preferences for the CTCLGG model and percentage of time conducting LGG in collaboration with a teacher. Collaboration between counselors and teachers is strongly advocated in the professional literature (ASCA 2003a; Gysbers & Henderson, 2000, 2001; Myrick, 1997; Schmidt, 2003). This finding lends support to this recommendation for collaboration, in that the more time these school counselors spend collaborating with teachers in LGG delivery, the more they prefer the counselor-teacher collaboration model. Interestingly, although these school counselors tended to prefer the CTCLGG model the most, the data also show they spend the least amount of time, on average, delivering LGG in collaboration with teachers in the classroom (CTCLGG) as compared to the other two models.

Finally, in regard to the TLLGG model specifically, it was found that there was no statistically significant relationship between preference ratings for TLLGG and percentage of time counselors spent conducting LGG alone, percentage of time conducting LGG in collaboration with a teacher, and percentage of time teachers spent conducting LGG by themselves.

The literature suggests differences in the ways school counselors spend their professional work time (Fitch & Marshall, 2004; Mustaine & Pappalardo, 1996; Partin, 1993; Vacc et al., 1993). The findings from this study suggest that, for the most part, although these school counselors spent differing amounts of work time conducting LGG activities, the amount of time they spent conducting LGG alone, in collaboration with a teacher, or the amount of time teachers spent conducting LGG by themselves had no clear relationship to their preferences for CLLGG, CTCLGG, or TLLGG delivery (other than preferences for the CTCLGG model being influenced by the amount of time counselors spent collaborating with teachers).

Hypothesis Four was related to the relationship between school counselors' preferences for the three LGG delivery models and competence to conduct LGG. No statistically significant relationships were found between preferences for LGG delivery model and counselor competence to conduct LGG.

Overall, these findings suggest that for these school counselors, confidence (or the lack thereof) in their ability to conduct LGG was independent of their preferences for CLLGG, CTCLGG, or TLLGG delivery models. This result is consistent with a number of studies that also have shown no difference in school counselor competence for a variety of professional functions (Crutchfield & Borders, 1997; Kush, 1997; Mustaine & Pappalardo, 1996; Wiggins et al., 1990).

Hypothesis Five was related to relationship between school counselors' preferences for LGG delivery model and the number of full-time school counselors in the school. No statistically significant relationship was found between preferences for LGG delivery model and the number of full-time school counselors in the school. This finding

suggests that for these school counselors, additional counseling staff (or the lack thereof) was not associated with their preferences for LGG delivery model. This result is contrary to literature showing that the number of school counselors in the school has an impact on areas such as student-to-counselor ratios, the variety of counseling services offered, and the amount of time counselors allocate to each service (ASCA, 2003a; Mustaine & Pappalardo, 1996).

Hypothesis Six was related to relationship between school counselors' preferences for the three LGG delivery models and the size of the school. No statistically significant relationship was found between preferences for LGG delivery model and size of the school. This finding suggests that for these school counselors, the total number of students enrolled in their school was not associated with their preferences for LGG delivery model. This finding supports the findings of Sink and Yillik-Downer (2001) who found no significant difference in school counselors' perceptions of their comprehensive guidance and counseling programs based on counselor caseload (i.e., less than 300 students versus 300 or more students).

Hypothesis Seven was related to the relationship between school counselors' preferences for the three LGG delivery modes and the percentage of students in the school on free/reduced lunch. No statistically significant relationship was found between preferences for LGG delivery model and percentage of students in the school on free/reduced lunch. This finding suggests that the level of poverty (i.e., proportion of students eligible for free or reduced lunch) does not relate to school counselors' preferences for LGG delivery model.

Conclusions

As stated, the use of CLLGG, CTCLGG, and TLLGG delivery models in one form or another has been supported in the professional literature. Whether the models are used separately or in combination apparently depends largely upon school counselors' personal preferences. What was unknown prior to this study was the nature of school counselors' preferences among the three models. The results of this study show that there were a few differences in middle school counselors' preferences among the CLLGG, CTCLGG and TLLGG delivery models. CTCLGG was found to be the most preferred model, followed by CLLGG, and TLLGG. Myrick (1997) wrote that middle school counselors tend to schedule less LGG than elementary school counselors. This is a problem given that LGG is one way to meet the increasing needs of also increasing numbers of middle school students. It is possible that if middle school counselors are free to deliver LGG in collaboration with a teacher, they may carry out LGG units more frequently and more effectively. These findings also generally show that school counselors do want to be closely involved with LGG delivery, whether the units are delivered collaboratively with teachers in the classroom, or by counselors themselves. Having teachers lead LGG by themselves was the least preferred method.

Another finding from this study was that middle school counselors' preferences for LGG delivery model vary depending on the topic of the LGG unit. When the topic of the LGG unit has an academic focus, CTCLGG is the most preferred model, followed by TLLGG, and then CLLGG. When the topic is career oriented, CTCLGG again is the most preferred model, followed by CLLGG, and then TLLGG. For a personal/social topic, CLLGG is the most preferred, followed by CTCLGG, and then TLLGG. These

findings suggest that when the topic of the LGG unit is more “neutral” (e.g., academic or career), these school counselors preferred to implement the unit in collaboration with a teacher (CTCLGG). These counselors also tend to trust that teachers can conduct LGG academic topics effectively, as shown in counselors’ preferences for TLLGG as a second choice over CLLGG for these topics. On the other hand, when the topic of the LGG unit is more “intimate,” such as with units having a personal/social focus, school counselors preferred to lead the unit themselves (CLLGG). Having teachers lead personal/social units was the least preferred method.

Middle school counselors’ preferences for LGG delivery model were significantly affected by the length of the unit. For both the 1 hour and the 4 hour LGG units, CTCLGG was the most preferred model, followed by CLLGG, and then TLLGG. Again, a pattern is suggested in terms of the preference by these counselors for LGG units to be led in collaboration with a teacher in the classroom (CTCLGG), followed by counselor-led, and then teacher-led.

A significant relationship also was found between preference ratings for the CTCLGG delivery model and the percentage of time counselors spent conducting LGG in collaboration with a teacher. This finding suggests that as school counselors increase the amount of time they spend collaborating with teachers in LGG, the more counselors tend to prefer that model of LGG (and vice versa). However, despite these findings, these counselors tended to spend the least amount of their time delivering LGG in this manner. In regard to LGG delivery, counselors spent the greatest amount of time delivering LGG alone, followed by teachers delivering LGG themselves, followed by counselor-teacher

collaboration. Middle school counselors apparently prefer to spend more of their work time presenting LGG units in collaboration with a teacher in the classroom (CTCLGG).

Finally, these school counselors' preferences for CLLGG, CTCLGG, and TLLGG were unrelated to a number of variables. First, middle school counselors' preferences for CLLGG, CTCLGG, and TLLGG were not differentiated by gender of the counselor.

There preferences also were unrelated to the number of years of experience as a school counselor and/or as a classroom teacher. In addition, counselors' preferences for the three delivery models were for the most part, unrelated to professional work patterns in regard to the percentage of time spent conducting LGG alone, in collaboration with a teacher, or the percentage of time teachers spend conducting LGG by themselves. As stated, only the CTCLGG delivery model and percentage of time counselors spent conducting LGG in collaboration with a teacher were significant in this regard. Middle school counselor's preferences for CLLGG, CTCLGG, and TLLGG also were unrelated to their competence to conduct LGG alone, in collaboration with a teacher, or to help teachers conduct LGG by themselves. In addition, counselors' preferences were unrelated to the number of full-time school counselors in the school. Size of the school also was found to be unrelated to their preferences for the three delivery models. Last, their preferences for the three models were not related to the percentage of students in the school on free/reduced lunch.

Implications

The findings from this study have implications for theory. LGG is an important intervention in comprehensive developmental school counseling programs (CDSCPs) (ASCA, 2003a; Gysbers & Henderson, 2000, 2001; Myrick, 1997; Schmidt, 2003; Thompson, 2002). Despite such endorsement, however, little research has been

conducted in the area of LGG as compared to the number of studies on individual and small group counseling (Schmidt, 2003; Whiston & Sexton, 1998). In addition, no studies were found to date that referred to CLLGG, CTCLGG, and TLLGG as distinct models or that explored respective school counselor preferences for the three delivery models. This study thus adds to the literature on CDSCPs, especially in the area of LGG by showing that CLLGG, CTCLGG, and TLLGG can be viewed as distinct models, and that middle school counselors have preferences among them.

The findings from this study also have several implications for research. Overall, there was a need for more research on school counselors in general, on school counselor interventions (and more specifically on preventive interventions), and for research conducted at the middle school level (Foster et al., 2002; Whiston & Sexton, 1998). This study contributes to research on school counselors and to research conducted at the middle school level. More importantly, this study adds to the research on school counselor preventive interventions. Middle school counselors tended to prefer the counselor-teacher collaboration model most, especially when the LGG topics are academic or career focused and in 1 or 4 hour lengths. It also was found that although school counselors prefer counselor-teacher collaboration the most, they use it the least. These results raise questions as to the causes for such differentials. They may be due to ineffectiveness in training in counselor-teacher collaboration (for counselors and teachers) or a lack of interest in counselor-teacher collaboration on the part of teachers. Thus, there is need for additional research to elaborate further on the results found in this study.

Differences in middle school counselors' preferences for LGG delivery model also have implications for training. With some understanding of middle school counselors' preferences, school counselor educators can become more focused in their efforts to provide practical and timely education and training for school counselor trainees by placing greater emphasis on counselor-teacher collaboration. The need for training in this regard is especially important given that counselor-teacher collaboration was the most preferred model, but was done the least.

Finally, there are implications for the practice of school counseling. The professional literature advocates counselor-teacher collaboration and the results here show that middle school counselors actually prefer to deliver LGG in collaboration with teachers. Even more importantly, the more time they spend collaborating with teachers, the more they like that approach. Despite these considerations, however, school counselors spend the least amount of their time in counselor-teacher collaboration. It appears that school counselors need to be more proactive in establishing this type of collaborative relationship with teachers. It also appears that middle school counselors who are free to deliver LGG in collaboration with a teacher will be more satisfied with the approach, possibly leading to more frequent and more effective LGG units.

Another practice issue involves the use of TLLGG. Burnham and Jackson (2000) found that although LGG was provided in schools, teachers were not assisting in its delivery as recommended in the professional literature. They wrote, "This recommendation was neither implemented nor considered to be feasible by the counselors surveyed" (p. 46). A suggestion was made for further research in this area. The findings here support those of Burnham and Jackson. The counselors in this sample

appeared to prefer remaining closely involved with LGG delivery, whether the units are delivered collaboratively with teachers in the classroom or by counselors themselves. In only one area (an academic topic) did these school counselors prefer that teachers lead the LGG unit alone rather than having counselors lead the unit. However, even in this situation, CTCLGG was rated overall as the most preferred model.

Recommendations

This study has added to the literature on CDSCPs, especially in the area of LGG. It has been shown that CLLGG, CTCLGG, and TLLGG can be viewed as distinct models, and that middle school counselors have preferences among them. Despite these findings, additional research is still needed in the areas of CDSCPs and LGG (Whiston, 2002). More research especially is needed to better understand the reasons that middle school counselors tend to schedule less LGG than elementary school counselors, even given the evidence that supports LGG efficiency and effectiveness.

This study adds to research on school counselors, school counselor preventive interventions, and to research conducted at the middle school level. Despite this, however, continued research is needed in all of these important areas (Foster et al., 2002; Whiston & Sexton, 1998). More research is especially needed to determine the nature of the differences among school counselors' preferences for counselor-teacher collaboration and the amount of time counselors and teachers spend doing it. Marlow, Bloss, and Bloss (2000) surveyed school counselors and teachers and found several barriers to collaboration. "High" barriers included inadequate time for implementation, higher priority of other curriculum areas, lack of appropriate instructional materials/financial limitations, planning and preparation requirements/workload, and low parental

expectations. "Moderate" barriers (i.e., those which could be overcome) included lack of teaching training, lack of clear curriculum guidelines, unclear role definition/job description, management or discipline problems, and student reluctance. Future research should continue to examine these barriers, as well as focus on additional school climate/organizational barriers, and counselor and teacher experiences and perspectives in regard to collaboration efforts.

Counselor education programs should include greater emphasis on LGG in general, with particular emphasis on counselor-teacher collaboration. One way to accomplish this would be to provide at least one course during graduate study that contains both school counseling trainees and pre-service teachers. Ideally, this course would provide school counseling students and pre-service teachers with opportunities to learn more about one another's roles, responsibilities, and perspectives (Shoffner & Briggs, 2001). This could be accomplished through small and large group discussion, group projects and presentations, or other cooperative assignments. Such interaction would facilitate increased collaboration between the two groups in future. If school counselors and teachers are expected to work collaboratively in the field, then their respective training should not be done in isolation.

Research has shown that counselor-teacher collaboration has positive outcomes for students (Calsyn et al., 1980; Hayes, 1996; Lapan et al., 1993; Myrick et al., 1986; Schlossberg et al., 2001). Found here was that middle school counselors prefer this model of LGG delivery. Therefore, school counselors should be more proactive in increasing the use of counselor-teacher collaboration in their schools. School counselors, administrators, and teachers should be involved in a dialogue that allows counselors' to convey their

preferences, explore teachers' preferences, discuss potential barriers to using this approach, and find solutions that satisfy all parties involved. LGG, more specifically counselor-teacher collaboration LGG, must be advocated more widely in middle schools.

Summary

This study was conducted to determine if there were differences in middle school counselors' preferences for CLLGG, CTCLGG, and TLLGG delivery models. Additional factors such as topic of the guidance unit, length of the guidance unit, gender of research participant, years of professional experience, professional work patterns, competence to conduct LGG, number of school counselors in the school, size of the school, and percentage of students on free/reduced lunch also were examined to determine the potential influence of these factors on their preferences. The results show that middle school counselors do have preferences among the CLLGG, CTCLGG, and TLLGG delivery models, with CTCLGG being the most preferred. In addition, preferences for the LGG delivery models were affected by topic of the LGG unit and length of the LGG unit. Finally, the amount of time counselors spent collaborating with teachers influenced counselors' preferences for the CTCLGG model. No other variables investigated in this study were found to significantly affect counselors' preferences for LGG delivery model significantly.

The findings from this study are beneficial in that they have added to school counseling theory, research, training and practice. Ideally, these findings will lead to more frequent and more effective LGG units being delivered at the middle school level.

APPENDIX A
COVER LETTER

Dear ASCA Member:

My name is Nancy Bringman. I am a doctoral candidate in the Department of Counselor Education at the University of Florida. I am writing to invite you to participate in a Web-based study to investigate preferences of middle school counselors for how large group guidance should be delivered in schools. Your name was selected at random from the 2002-2003 American School Counselor Association (ASCA) Membership Directory and Resource Guide. If you are not currently a professional member of ASCA or are not currently working as a middle school counselor, please do not complete the survey.

There are no direct benefits to you for participating in this study. However, through your participation, you will be contributing to knowledge that will benefit other school counselors. Please click on <http://www.csub.edu/~nbringman/survey.html> or paste the URL into your browser to participate and to complete the survey.

Please complete the survey by December 8, 2003. I very much appreciate your assistance with and participation in this study.

Sincerely,

Nancy Bringman, Ed.S., NCC
Principle Investigator
bringman@ufl.edu

APPENDIX B INFORMED CONSENT

Dear ASCA Member:

This survey should take approximately 15–20 minutes to complete. Your participation is completely voluntary. You do not have to answer any question(s) that you do not wish to answer. You may withdraw from participation at any time without consequence. You are not asked to provide any personal identification information and your identity and responses will remain anonymous. No personal identification information will be used in the results of this study and only aggregate data will be reported.

There are no anticipated risks for participating in this survey. There also are no direct benefits to you for your participation. However, through your participation, you will be contributing to knowledge that will benefit other school counselors.

If you have any questions regarding the study, you can contact me by telephone at (661) 588-9845 or by e-mail at bringman@ufl.edu. You may also contact my supervisor, Dr. Larry C. Loesch, Professor in the Department of Counselor Education at the University of Florida, 1215 Norman Hall, P.O. Box 117046, Gainesville, Florida 32611-7046, (352) 392-0731 ext. 225 or lloesch@coe.ufl.edu.

If you have questions or concerns about your rights as a research participant in this study, you may contact the UFIRB Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; ph (352) 392-0433.

Please complete the survey by December 8, 2003. I appreciate your assistance and participation very much.

Sincerely,

Nancy Bringman, Ed.S., NCC
Principle Investigator

Please print a copy of this informed consent for your records. Then click on the continue button below to indicate your informed consent to participate and to proceed to the survey.

CONTINUE

APPENDIX C
FOLLOW-UP LETTER

Dear ASCA Member:

Recently you should have received an e-mail requesting your participation in a study involving middle school counselors and their preferences for how large group guidance is delivered in the schools. If you have already completed the online survey, thank you for your participation and assistance.

If you have not yet completed the survey, I would sincerely appreciate it if you would do so. There are no direct benefits to you for participating in this study. However, through your participation, you will be contributing to knowledge that will benefit other school counselors. Please click on <http://www.csub.edu/~nbringman/survey.html> or paste this URL into your browser to participate and to complete the survey.

Please complete the survey by December 8, 2003. I very much appreciate your assistance with and participation in this study.

Sincerely,

Nancy Bringman, Ed.S., NCC
Principle Investigator
bringman@ufl.edu

APPENDIX D SURVEY

This survey has been designed to allow you to indicate your preferences for how large group guidance is delivered in schools. This survey is anonymous and there are no identifiers to link your responses to you. The survey should take approximately 15–20 minutes to complete.

Instructions

1. For “bubble” questions, use the mouse to click on your choice.
2. For responses with a drop down menu, click on the arrow, then use the scroll bar to find/select your response.
3. For responses with an answer field box, put the cursor on the box and click, then type in your response.
4. You may change your answers at any time prior to clicking “Submit” at the end of this survey.

1. Gender

| | |
|------|--------|
| Male | Female |
| () | () |

2. Number of years of professional experience as a school counselor

[Drop down menu of numbers (1–35+)]

3. Number of years of previous experience as a classroom teacher

[Drop down menu of numbers (0–35+)]

4. Please indicate the percentage of your professional work time you spend per month conducting large group guidance activities.

[text box to fill in percentage of time]

5. Please indicate the percentage of your professional work time you spend per month conducting large group guidance activities by yourself (i.e., without collaborating with a teacher in the classroom).

[text box to fill in percentage of time]

6. Please indicate the percentage of your professional work time you spend per month conducting large group guidance activities in collaboration with a teacher in the classroom.

[text box to fill in percentage of time]

7. Please indicate the percentage of their professional work time teachers in your school spend per month conducting large group guidance activities by themselves (i.e., without collaborating with you in the classroom).
[text box to fill in percentage of time]
8. Please use a scale from 1 to 10 (where 1 = low and 10 = high) to rate your competence to conduct large group guidance activities by yourself (i.e., without collaborating with a teacher in the classroom).
 1 2 3 4 5 6 7 8 9 10
 low () () () () () () () () () high
9. Please use a scale from 1 to 10 (where 1 = low and 10 = high) to rate your competence to conduct large group guidance activities in collaboration with a teacher in the classroom.
 1 2 3 4 5 6 7 8 9 10
 low () () () () () () () () () high
10. Please use a scale from 1 to 10 (where 1 = low and 10 = high) to rate your competence to help teachers conduct large group guidance activities by themselves (i.e., without collaborating with you in the classroom).
 1 2 3 4 5 6 7 8 9 10
 low () () () () () () () () () high
11. Please indicate the total number of full-time school counselors in your school.
[text box to fill in number of counselors]
12. Please indicate the approximate total number of students in your school.
[text box to fill in number of students]
13. Please indicate the percentage of students in your school on free/reduced lunch.
[text box to fill in percentage of students]

The following vignettes depict large group guidance units that may be presented to middle school students. Please read each of the six vignettes and then respond to the corresponding questions following each.

Vignette 1. The purpose of this one-hour academic development unit is to help students learn effective test taking skills. Using a large group discussion format, the leader(s) will help students generate general test-taking tips as well as more specific tips

for taking different types of tests such as multiple-choice, essay, true-false, completion, and standardized tests. Tips will be written on poster board and posted for future reference.

Using a scale from 1 to 10 (where 1 = low and 10 = high), please indicate your degree of preference for how this large group guidance unit should be presented for EACH of the following three delivery models:

14. Counselor-Led

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

15. Counselor-Teacher Collaboration

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

16. Teacher-Led

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

Adapted with permission from Educational Media Corporation. From *Large Group Guidance Activities: A K-12 Sourcebook*, "Tips for Successful Test Taking" (pp. 126-129), by J. Wittmer and D.W. Thompson, 2000, Minneapolis, MN: Educational Media.

Vignette 2. The purpose of this four-hour academic development unit is to help students learn effective test taking skills. Over the course of several sessions, the leader(s) will help students generate general test-taking tips as well as more specific tips for taking different types of tests such as multiple-choice, essay, true-false, completion, and standardized tests. Students will work in small groups during part of the time to generate tips and to develop skits and rap songs as a way to present their ideas to the large group. After their tips are presented to the large group, they will be written on poster board and posted for future reference.

Using a scale from 1 to 10 (where 1 = low and 10 = high), please indicate your degree of preference for how this large group guidance unit should be presented for EACH of the following three delivery models:

17. Counselor-Led

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

18. Counselor-Teacher Collaboration

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

19. Teacher-Led

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

Adapted with permission from Educational Media Corporation. From *Large Group Guidance Activities: A K-12 Sourcebook*, "Tips for Successful Test Taking" (pp. 126-129), by J. Wittmer and D.W. Thompson, 2000, Minneapolis, MN: Educational Media.

Vignette 3. The purpose of this one-hour career development unit is to help students understand how school subjects and their own interests and skills relate to career development. Using a large group discussion format, the leader(s) will define and provide examples of "interests" and "abilities/skills." The students will then be asked to write down jobs they would like to have as adults, their own interests and abilities/skills they feel would make them successful in the job selected, and the names of school subjects they think would be important for them to succeed in and/or do the job well. The leader(s) will discuss the importance of interests and skills as they relate to future career choices, the importance of doing well in school, and how specific subjects relate to jobs.

Using a scale from 1 to 10 (where 1 = low and 10 = high), please indicate your degree of preference for how this large group guidance unit should be presented for EACH of the following three delivery models:

20. Counselor-Led

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

21. Counselor-Teacher Collaboration

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

22. Teacher-Led

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

Adapted with permission from Educational Media Corporation. From *Classroom Guidance Activities: A Sourcebook for Elementary School Counselors*, "Jobs, Interest, Skills and School Subjects" (pp. 250-251), by J. Wittmer, D. W. Thompson, and L. C. Loesch, 2000, Minneapolis, MN: Educational Media.

Vignette 4. The purpose of this four-hour career development unit is to help students understand how school subjects and their own interests and skills relate to career development. This unit will take place over several sessions. Using a large group discussion format, the leader(s) will define and provide examples of "interests" and "abilities/skills." Students will then work in small groups and list the interests and abilities/skills they believe are needed for certain types of jobs. Students will then write down jobs they would like to have as adults, their own interests and abilities/skills they feel would make them successful in the jobs selected, and the school subjects they think would be important for them to succeed in and/or do the job well. When these activities are concluded, students will seek out a person with a job like the one they hope to have and complete a worksheet with that person. Students will then share their findings with the large group. Over the course of the four-hour unit, leader(s) will discuss the importance of interests and skills as they relate to future career choices, the importance of doing well in school, and how certain subjects relate to jobs.

Using a scale from 1 to 10 (where 1 = low and 10 = high), please indicate your degree of preference for how this large group guidance unit should be presented for EACH of the following three delivery models:

23. Counselor-Led

[illegible]

24. Counselor-Teacher Collaboration

[illegible]

25. Teacher-Led

[illegible]

Adapted with permission from Educational Media Corporation. From *Classroom Guidance Activities: A Sourcebook for Elementary School Counselors*, "Jobs, Interest, Skills and School Subjects" (pp. 250-251), by J. Wittmer, D. W. Thompson, and L. C. Loesch, 2000, Minneapolis, MN: Educational Media.

Vignette 5. The purpose of this one-hour personal/social development unit is to explore with students ten different ways to manage or resolve a conflict with another individual. In a large group discussion format, the leader(s) will teach students about various conflict management strategies, including Sharing, Taking Turns, Chance, Humor, Distracting, Apologizing, Soliciting Intervention, Postponing, Abandoning, and Negotiating and Compromising. Examples of each conflict resolution strategy will be shared.

Using a scale from 1 to 10 (where 1 = low and 10 = high), please indicate your degree of preference for how this large group guidance unit should be presented for EACH of the following three delivery models:

26. Counselor-Led

low () () () () () () () () () high

27. Counselor-Teacher Collaboration

low () () () () () () () () () high

28. Teacher-Led

[illegible]

Adapted with permission from Educational Media Corporation. From *Large Group Guidance Activities: A k-12 Sourcebook*, "Conflict Management Strategies" (p. 49), by J. Wittmer and D.W. Thompson, 2000, Minneapolis, MN: Educational Media.

Vignette 6. The purpose of this four-hour personal/social development unit is to explore with students ten different ways to manage or resolve a conflict with another individual. In addition, students will gain experience practicing each conflict resolution skill. This unit will take place over several sessions. In a large group discussion format, the leader(s) will teach students about various conflict management strategies, including Sharing, Taking Turns, Chance, Humor, Distracting, Apologizing, Soliciting Intervention, Postponing, Abandoning, and Negotiating and Compromising. Examples of each conflict resolution strategy will be shared. Students then will be asked to write about times they have used some of the strategies successfully. In addition, students will work in small groups and plan skits that include a conflict that is resolved using a strategy they have been assigned. After each skit is performed, the rest of the groups try to guess which strategy was being depicted.

Using a scale from 1 to 10 (where 1 = low and 10 = high), please indicate your degree of preference for how this large group guidance unit should be presented for EACH of the following three delivery models:

29. Counselor-Led

[illegible]

30. Counselor-Teacher Collaboration

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

31. Teacher-Led

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| low | () | () | () | () | () | () | () | () | () | () high |

Adapted with permission from Educational Media Corporation. From *Large Group Guidance Activities: A k-12 Sourcebook*, "Conflict Management Strategies" (p. 49), by J. Wittmer and D.W. Thompson, 2000, Minneapolis, MN: Educational Media.

Thank you very much for your participation.

SUBMIT

For comments or questions,
you may contact bringman@ufl.edu

[After participant clicks "Submit" a message will appear that says: Thank you for completing this survey. To obtain a copy of the results of this study, you may contact bringman@ufl.edu]

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BIOGRAPHICAL SKETCH

Nancy Matthews Bringman was born April 19, 1971, in Trenton, New Jersey, the daughter of Charles H. Matthews and Marie M. Matthews. Nancy received her Bachelor of Science degree in psychology from the University of Florida in 1993. In 1997, she received her Master of Education and Specialist in Education degrees in school counseling and guidance from the University of Florida.

Nancy began her career as a school counselor in 1997 in Alachua County, Florida, where she worked full time as an elementary school counselor and then part time as a middle school counselor. She was a Florida Certified School Counselor for 5 years.

In 2000, Nancy returned to her graduate studies to pursue opportunities to integrate teaching, research, and supervision with her interests in school counseling. In 2001, she became a National Certified Counselor.

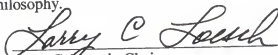
In 2003, Nancy accepted a faculty position at California State University, Bakersfield, in the Department of Advanced Educational Studies. Nancy teaches courses in Child and Adolescent Development, Group Counseling and Consultation in School Settings, Human Communications Skills, and Techniques of School Counseling. She also supervises masters-level graduate students in the school counseling program.

Nancy is an active member in the American Counseling Association, American School Counselor Association, Association for Counselor Education and Supervision, California Association of School Counselors, and Western Association for Counselor Education and Supervision. Nancy also participates as a presenter at annual conferences,

and is currently pursuing her research agenda on school counseling interventions, family-school collaboration, and recruiting and retaining minority students in counselor education programs.

Nancy currently lives in Bakersfield, California. Professionally, Nancy is interested in facilitating positive development of all children through comprehensive developmental school counseling programs and through teaching, research, supervision, and consultation. Personally, Nancy continues to enjoy an enriching life with her family and friends.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



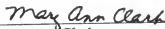
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This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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